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ABSTRACT

This guide is divided into the following sections: general objectives, general procedures; safety; equipment and supplies; the components of physical development (with nine specific physical characteristics); and curriculum activities. The final section contains descriptions and objectives for a number of physical activities ranging from those centering on locomotor and nonlocomotor skills to team games such as basketball and football. For each physical activity, steps that compose the activity are listed in outline form as well as, when applicable for the particular activity, skills required, number of participants, area needed, supplies required, formations, and variations. General objectives for the physical education courses are listed in the first section; specific objectives for the physical activities are listed in the description of each activity. A bibliography follows each general type of activity. Materials needed are also described in the procedure outlined, sometimes with specific brand names. No method for student assessment is included. (JA)

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SP008 279

PHYSICAL EDUCATION

K-6

CURRICULUM GUIDE

ACTIVITIES HANDBOOK

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SEPTEMBER 1971

FAIRFAX COUNTY PUBLIC SCHOOLS

Physical education is regarded as a vital part of general education. In developing the "whole child" it is impossible to educate or use the mind and body singly.

Just as primitive man had to learn to use his body wisely or perish, so must modern man. Just as our ancestors needed vigorous activity to keep themselves fully functioning, so do we today. There are those who claim that all too rapidly Americans are becoming a race of onlooking softies rather than active doers. A strong and vigorous America demands strong and vigorous citizens characterized by physical, mental, and emotional well-being.

This guide is geared to assist elementary physical education teachers, as well as classroom teachers, in the planning and teaching of physical activities to children. Physical education in the schools is directed toward activity centered around the total body, its development, movement, care and use. As such it stresses the development of skills - physical, social, and mental. A good program should enable one to become a highly functioning individual who would possess a number of physical skills and have a desire to build and maintain total fitness throughout life.

Physical education provides opportunities for the individual and the group to learn activities that are invigorating, developmental, educational, and will lead to positive physical, social, mental, and emotional growth. This aim, in short, is to develop each individual to his highest potential as a democratic citizen.

S. John Davis

S. John Davis
Superintendent of Schools

FOREWORD

Physical education has three major components: the cultivation of attitudes, the strengthening of skills, and the acquisition of knowledge. It should contribute to the development of the whole child--socially, emotionally, and intellectually as well as physically. It is prerequisite to the wholesome use of an ever-increasing leisure time.

Physical education provides for the sequential development of relevant skills in the building of healthy bodies and minds. It is a part of the school curriculum in which unique learnings take place as a result of instruction.

The physical education program of the elementary school can make a decided contribution toward a smooth transition from childhood to the critical years of early adolescence. It can initiate a healthy interest in exploring and improving students' relationships with the environment in which they live, in improving their initially limited understanding of their bodies and bodily development, in developing skills and capabilities in physical activities, and in finding and adjusting to their role in peer groups.

The activities suggested in this guide are focused on the needs of specific age levels. They are not intended, however, as the only answers to the physical education program in the elementary school. Indeed, it is hoped that teachers will view them as first steps in planning programs which are based on the needs of pupils and which, accordingly, are flexible and relevant. It is also hoped that in the light of their own understanding of pupils' needs, personalities, backgrounds, interests, and capabilities, teachers will go beyond this guide and work individually and collectively toward the best program possible. Finally, it is hoped that through their concern and interest the materials herein presented will be improved and revised every school year.

There are bibliographies throughout the guide. It is suggested that some of these materials be obtained through local school library funds. Many of these materials are available for teacher reference and review at the Instructional Media Center.

It is intended to make guide revisions in accordance with those who use it. Please send comments or suggestions to the Health and Physical Education office.

GENERAL OBJECTIVES

To develop in every child -

- an awareness of his own and others' abilities and limitations
- a respect and responsibility for his own physical and mental well-being
- the ability to exert self-discipline
- the willingness to persevere
- a wholesome mental attitude toward victory and defeat
- a sense of achievement through his own efforts
- enthusiasm for physical activity
- physical and mental coordination
- the ability to participate in vigorous activities, efficiently and without undue fatigue
- an understanding of the relevance of each skill to optimal physical development
- knowledge about the terminology, fundamentals, strategies, and activities of play
- wholesome resources for increased leisure time
- the ability for self-expression through body movement
- an appreciation for skilled performance and enjoyment as a knowledgeable spectator

CHARACTERISTICS OF THE ELEMENTARY-AGED CHILD

In planning an elementary education program in general and activities for one age level in particular, the teacher must take into account the characteristics of the children concerned. The characteristics of any age group overlap those of the next, but development occurs at a different pace in every child and each class contains children at many different levels of maturity.

As the child's body changes, his needs change. An appropriate physical education program should provide for these changes. The activities in this guide have been selected and are suggested with this fact in mind.

There follows a list of physical and psychological characteristics of various age groups, along with other relevant guidelines for the physical education teacher:

Ages 5 - 7

Physical Characteristics

- heart and lungs small in relation to body height and weight
- bones soft and flexible
- large muscles developing rapidly; small muscles developing slowly
- muscular strength limited
- easily fatigued; quickly rested
- slight difference between boys and girls

Psychological Characteristics

- ego-centered, individualistic
- imaginative, curious, creative
- short attention span
- good memory
- insecure; fears failure and loss of approval
- frequent emotional outbursts
- responds to rhythm and music
- uses senses to classify concepts
- not overly conscious of sex differences; boys and girls play together

Emphasis of Physical Education

- activities for large muscles (running, jumping, skipping)
- rhythmics, vigorous activities
- introduction of a variety of movement skills
- non-competitive games played by large groups
- free play, small-group play, creative play
- simple activities to develop hand-eye coordination, balance, and general body control
- discussion of cheating, taking turns, and acceptable behavior in play

Ages 5 - 7

Reminders for Physical Education Teacher

vary activities
provide brief, frequent rest periods
involve children in making rules for safety and care of equipment

Ages 7 - 9

Physical Characteristics

heart and lungs still proportionally small; heart abnormalities more evident
bones hardening; postural abnormalities more pronounced
regular structural growth, greater endurance
loss of baby fat; proportionate gain in muscle tissue
small muscles more defined
improved hand-eye coordination and balance
easily fatigued; quickly rested
"accident prone," especially boys
beginning differentiation of skill differences according to sex
early signs of puberty; considerable gain in height and weight in some girls

Psychological Characteristics

pleasure in belonging to small interest groups
greater acceptance of group play; team spirit
longer attention span
lack of self-control
honest in relationships
easily excited; sensitive to criticism
approval by peers more important than approval by adults
competitive
interest in developing skills

Emphasis of Physical Education

skill development
chasing and fleeing games requiring agility and change of direction
good posture and health habits; desirable social behavior
activities for large and small muscle development

Reminders for Physical Education Teacher

give approval freely
supervise closely during this "accident prone" period

Ages 10 - 13

Physical Characteristics

- heart and lungs now more in proportion to body size
- uneven and rapid growth
- steady increase in size; girls usually taller and heavier than boys
- boys abounding in energy
- appetities large, especially in boys
- small muscles more developed
- greater differentiation of skills according to sex; boys superior in eye-hand coordination, girls in rhythmic activities
- skills becoming automatic
- appearance of secondary sex characteristics, especially in girls
- generally high resistance to disease
- poor posture more evident

Psychological Characteristics

- highly competitive
- enjoys team games
- strong peer ties
- realistic toward life
- able to organize and carry out games
- accepts and enjoys responsibility
- strong feelings of right and wrong
- hero worship
- desires to be independent, but needs feeling of family security in background
- boys enjoy danger, daring, fighting, yelling, teasing
- girls interested in opposite sex; concerned about appearance
- resentment and anger at parents

Emphasis of Physical Education

- longer activity periods
- more intensive skill instruction
- opportunity to release emotions and tensions through vigorous physical activity
- importance of good body mechanics, posture, and movement skills in daily life

Reminders for Physical Education Teacher

- delegate responsibility to students
- provide as much individual attention as possible in skill development
- give recognition to effort and ability

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GENERAL PROCEDURES

RESPONSIBILITIES

Responsibilities by school personnel in relation to the Fairfax County Public Schools' physical education program at the elementary level are set forth in Regulation 6201, adopted August 27, 1968, of the schools' Policies, Bylaws, and Regulations. Regulation 6201, titled Guide to Responsibilities of Personnel in French, Music, and Physical Education in Fairfax Elementary Schools, calls for the following:

Responsibilities of the Principal

1. Orients total staff to policies and plans governing the physical education teacher and the responsibilities of the classroom teacher for instruction. This explanation should be conducive to an effective instructional program.

2. Orients special subject teachers to their administrative duties and responsibilities for the total school program.

3. Constructs a total school schedule, 1-6, in cooperation with the special subject teacher, which provides five 30-minute periods of physical education instruction for each classroom, as required by Virginia State Department of Education. Wherever possible, in this connection, one classroom unit should be scheduled at a time.

4. Undertakes supervision of these instructional programs and, with the staff, evaluation thereof.

5. Provides a means for effective, regular communication between classroom teachers and special subject teachers.

6. Insures evaluation in cooperation with elementary supervisors, curriculum specialists, etc.

7. Participates in planning for reporting to parents.

Responsibilities of Special Subject Teachers

1. Instructs as prescribed in the physical education curriculum, 1-6, in their respective schools. Works as a resource person with the kindergarten when possible.

2. Works cooperatively with the principal in scheduling classes and facilities.

3. Takes over instruction and discipline during regularly scheduled periods.

4. Works cooperatively with the principal in submitting requests for the procurement of equipment and supplies.

5. Maintains an accurate inventory of equipment and supplies and plans for issuing them.

6. Participates in all professional growth activities and attends staff meetings involved throughout the year.

Responsibilities of Special Subject Teachers - continued

7. Confers with the classroom teacher in pupil evaluation.
8. Attends staff and PTA meetings in his base school and in other assigned schools when possible.
9. Plans, with the principal and school staff, special school programs or events to culminate various phases of the instructional program.
10. Cooperatively plans with the principal and classroom teacher for inschool workshops as needed.

Responsibilities of the Classroom Teacher

1. Cooperatively plans with the physical education teacher a program of instruction which provides continuity even in his absence.
2. Instructs the class in follow-up and related activities, to afford maximum continuity when the physical education teacher is not scheduled to work with the class.
3. Takes care of supplies issued to the classroom.
4. Sees that students report to the physical education teacher at the designated time and behave appropriately as they move to and from the teaching station. (Students are to be appropriately dressed for physical education.)
5. Advises the physical education teacher of pupils having medical or emotional problems which may prevent their normal participation.
6. Evaluates and records pupil achievement, consulting with the subject teacher.

Responsibilities of Elementary Supervisor

In cooperation with the principal:

1. Insures balance and articulation in the total elementary curriculum (K-6) and best utilization of services to prevent fragmentation.
2. Gives general supervision and coordination to the total school curriculum.

PLANNING

Planning the physical education program, including follow-up activities which are to be carried out by the classroom teacher is the responsibility of the physical education teacher.

Planning involves:

1. A minimum daily instructional program of not less than 30 minutes, as stated by Virginia State Board of Education.
2. Use of County and State curriculum guides and related resources.
3. Daily and long-range plans which provide a balance of activities.
4. A sequential development of skills.
5. Activities appropriate for indoor facilities on days of inclement weather.
6. Provision for evaluation of attitudes, skills, and knowledge.
7. Opportunities for practicing and acquiring sportsmanship in association with peers as well as example by teachers.
8. Provisions for physical education exhibitions, worked out in consultation with the principal and scheduled at the time of year most appropriate for exhibiting specific skills.
9. An adaptive program for children with physical deficiencies or handicaps.
10. Special education children being integrated into the regular physical education classes.

Typical planning schedules are offered in the following several pages.

RECOMMENDED RATIO OF PHYSICAL EDUCATION ACTIVITIES FOR THE SCHOOL YEAR

Ages 5 through 8

Month	Activities	Per Cent of Each Month
September, October, and November	Locomotor and Non-locomotor	10 per cent
	Object Manipulation	20 " "
	Use of Outdoor Apparatus (emphasis on safety, during both class instruction and recess)	10 " "
	Perceptual Motor	10 " "
	Informal Games	50 " "
December, January, and February	Locomotor and Non-locomotor	5 per cent
	Rhythmics (Story Plays, Singing Games, Folk Dances, Simple Square Dances)	15 " "
	Conditioning (for eight-year-olds) with and without music	5 " "
	Object Manipulation	10 " "
	Motor Perception	5 " "
	Stunts, Tumbling, Gymnastics	30 " "
	Classroom Games	30 " "
March, April, May and June	Locomotor and Non-locomotor	5 per cent
	Object Manipulation	10 " "
	Motor Perception	10 " "
	Informal Games	40 " "
	Use of Outdoor Apparatus	10 " "
	Conditioning	10 " "
	Classroom Games and Rhythmics (rainy days)	15 " "

RECOMMENDED RATIO OF PHYSICAL EDUCATION ACTIVITIES FOR THE SCHOOL YEAR

Ages 9 through 13

Month	Activities	Per Cent of Each Month
September	Conditioning	50 per cent
	Locomotor and Non-locomotor	15 " "
	Informal Games	10 " "
	Physical Fitness Testing	25 " "
October	Conditioning	10 per cent
	Locomotor and Non-locomotor	10 " "
	Physical Fitness Testing	40 " "
	Lead-up and Team Games (Soccer)	40 " "
November	Conditioning	20 per cent
	Lead-up and Team Games (Soccer, Speedball, Flag Football, Hockey, as opted)	70 " "
	Informal Games	10 " "
December, January, and February	Conditioning	10 per cent
	Movement Exploration (Rhythmics, Locomotor, and Non-locomotor)	20 " "
	Motor Perception	5 " "
	Stunts, Tumbling, Gymnastics	40 " "
	Lead-up and Team Games or Classroom games, depending on teaching area	15 " "
	Objective Manipulation and Individual and Dual Sports	10 " "
March and April	Conditioning	20 per cent
	Individual and Dual Sports	30 " "
	Informal Games	30 " "
	Lead-up and Team Games (Basketball, Volleyball)	20 " "
May and June	Conditioning	10 per cent
	Physical Fitness Testing	50 " "
	Lead-up and Team Games, Track and Field, Softball	25 " "
	Use of Outdoor Apparatus	5 " "
	Individual and Dual Sports, Informal Games	10 " "

TYPICAL PLANS FOR THE PHYSICAL EDUCATION PROGRAM DURING ONE WEEK IN THE FALL

Monday	Tuesday	Wednesday	Thursday	Friday
Object manipulation, each child with a ball (5 minutes) Movement Exploration (10 minutes) Informal game using ball (10 minutes), e.g.,"Teacher and Class"	Object manipulation, each child with a ball (5 minutes) Informal game using ball (5 minutes) "O'Leary"(individual) Review "Teacher and Class" as group (10 minutes)	Follow-up activities: ("O'Leary,""Teacher and Class")	Informal games using parachute (20 minutes)	Follow-up activity; (informal games using parachute)

Upper Elementary Level

(Conditioning activities as warm-up, each day, 5-10 minutes)

Soccer Passing and trapping drill Review game from previous week "Line Soccer"	Follow-up activity ("Line Soccer")	Obstacle course Soccer dribbling, using tires (10 minutes at each one, with groups rotating)	Follow-up activity (Soccer dribbling, Relays)	Introduction of new soccer game, "Three Goalie Soccer"

TYPICAL PLANS FOR PHYSICAL EDUCATION CLASSES DURING ONE DAY IN THE FALL

Period	Class Level	Activities
1st and 2nd	Third	Locomotor (warm up) Object manipulation with balls (movement exploration approach, with emphasis on kicking) Informal game ("Hot Ball")
3rd	Fifth-Sixth	Conditioning exercises Soccer drill, using tires Review of soccer lead-up game ("Line Soccer")
4th	Sixth	As Above
5th	Fourth	Conditioning exercises Soccer drill, using tires Soccer team relays, using tires
6th and 7th	First	Locomotor (warm-up) Object manipulation with balls (movement exploration approach) Informal game using balls ("Fox and Rabbit")
8th and 9th	Second	Locomotor, using balls Object manipulation, using balls Informal games ("Fox and Rabbit," "Teacher and Class")
10th	Sixth	As 4th period, above

DISCIPLINE

Good discipline is the key to a successful program. In a well-disciplined class, the teacher will:

provide orientation which stresses the fact that physical education is a vital part of the instructional program

have carefully planned lessons

exhibit a firm but friendly attitude, especially at the beginning of the year

exert full control of the class at all times

encourage maximum participation by every child

be aware of a typical children's behavioral needs

provide for leadership roles by students

Children should never be excluded from physical education for disciplinary reasons. Behavior problems should be referred to the classroom teacher or principal only after the physical education teacher has exhausted his own capability to modify a child's behavior.

APPROPRIATE DRESS

For Teachers

Physical education teachers should project a professional image through dress appropriate to the teaching of physical education. Bermuda shorts, knit shirts, and cotton blouses are suitable for fall and spring attire. Wash-and-wear pants for men and slacks for women are appropriate for winter.

For Students

Students should be appropriately dressed for physical education activities. Tennis shoes should be worn by all children. Bermuda shorts or slacks are recommended.

Suggestion: Boys may change shoes in the classroom and wait in the hall, allowing girls time to change in the classroom or washroom. This procedure can be followed immediately preceding and following physical education classes.

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SAFETY

SAFETY

Children should learn common-sense attitudes toward safety in the physical education program. They should learn how to play games safely, to follow directions implicitly, and to understand in general the reasons for safety rules. Such understanding not only allows greater participation in physical education activities but, more importantly, it could mean the difference between vigorous health and serious injury. Safety should be emphasized at all times.

SAFETY RULES FOR THE PLAYGROUND

The school playground plays an important part in the elementary school physical education program. Here children can run, jump, climb, swing their arms--all activities which are essential to big muscle development but which cannot make their biggest contribution to child development when engaged in only casually. The school playground should be provided with equipment which stimulates children to take an active part, but safety must be a primary factor in planning a playground program.

1. For Apparatus

   a. Buy or have constructed only the most durable apparatus.
   b. Continuously maintain the apparatus in good condition.
   c. Keep area surrounding the apparatus clear of debris.
   d. List specific safety rules for each piece of apparatus, as follows:
      Jungle gym -
        no tag games
      Chinning bars -
        only one child on each section of the bars at a time
        no assistance permitted in reaching the bars
        children awaiting turns allowed to stand only on the side
      Horizontal ladders -
        only one child on a ladder at a time
        begin trip across ladder at proper end (dash of paint might designate starting point)
        No one allowed to touch the child who is using the ladder
        Children awaiting turns allowed to stand only on the side
   e. Do not allow children to climb softball or basketball backstops, volleyball or tetherball poles, trees on the playgrounds, etc.

2. For Physical Education Classes

   a. Set aside a special area for various age groups, particularly for kindergarten, first, and second grades.
   b. Make sure children remain in designated areas.
   c. Enforce rule that children using a ball must play on the field or on appropriate blacktop area.
   d. Enforce rule that children may not leave the playground to pursue a ball; instead they must notify the teacher on duty so that she may take care of it.
   e. Make sure that children do not push while at the drinking fountain and that no drinks are allowed after the bell rings.
   f. See to it that children line up outside the building before entering.
   g. Supervise children at all times.

3. For Teachers on Playground Duty

    a. Take duty stations on time.
    b. Know the rules that apply to the various apparatus.
    c. Know what activities are considered unsafe on specific items of equipment.
    d. Move around the playground continually.

SAFETY RULES FOR THE BICYCLE RIDER

As newspaper accounts amply document, a child's pride of ownership in a bicycle and his pleasure in riding it can be turned into tragedy within an instant. It is imperative, therefore, that he be given special instructions on what to do, when to do it, and how to perform generally on a bicycle. He should know:

1. The parts of a bicycle and how they operate. Using a bicycle, show and describe the function of the frame, wheels, handle bars, chain, pedals, tires, brakes, light, bell, basket, and kick stand. Discuss the hazards of improper maintenance.

2. The skills necessary for riding. Demonstrate these skills by -
    - getting on a bicycle
    - guiding a bicycle
    - applying the brake and stopping the bicycle
    - parking a bicycle
    - using the bicycle horn (discuss its use in an emergency)
    - hand signaling for turning and stopping

3. Rules and regulations for using a bicycle. The following are particularly important -
    - ride alone; never use a bike for two riders
    - ride on the street, not on the sidewalk
    - ride close to the curb or side of the road, traveling with the normal flow of traffic
    - never hook on to other vehicles
    - obey traffic lights, traffic signs, and road markings
    - stop at all road or street crossings and railroad tracks
    - walk bicycle across busy intersections
    - remember that pedestrians have the right of way

SAFETY RULES FOR THE PEDESTRIAN

1. Select and take the safest route to school.
2. Walk on the sidewalk; where there is no sidewalk, walk as close to the curb as possible, facing oncoming traffic.
3. Obey traffic signs and lights.
4. Cross intersections only at corners.
5. STOP, LOOK, AND LISTEN before crossing; never dash into the street for any reason. (This rule may be reinforced by the following jingle:

    You've got to stop, look, and listen if you expect to grow up tall.
    You've got to stop, look, and listen or you'll not grow up at all.

Safety Rules for the Pedestrian - continued

6. Never step into the street from behind or between parked cars.
7. Always obey the safety patrol.
8. Wear light-colored garments when walking at night.
9. Never accept rides from strangers.

SAFETY ACTIVITIES

1. Introduce the safety patrols to all classes. Explain their duties and encourage cooperation.
2. Appoint a committee to study possible safety hazards at the school and recommend procedures concerning safe conduct.
3. Conduct a safety poster contest.
4. Write safety plays, stories, poems, etc.

MATERIALS

Pamphlets from: The American National Red Cross
2025 "E" St., N. W., Washington, D. C.

Bicycle Rules of the Road
Secretary of State Office
Springfield, Ill. 62706

Checklist of Safety and Safety Education
In Your School
National Commission on Safety Ed.
National Education Association
1201 16th St., N. W.
Washington, D. C.

Guide to School Pedestrian Safety Program
Automotive Safety Foundation
200 Ring Building
Washington, D. C. 20036

Troester, Carl. Everyday Games for Children.
Danville, N. Y.: F. A. Owen Publishing Co.

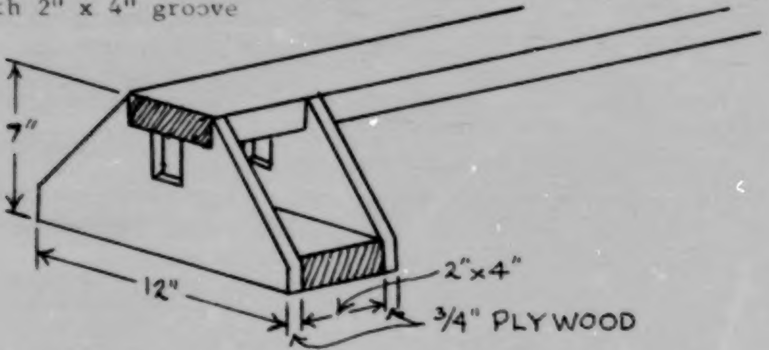
EQUIPMENT AND SUPPLIES

EQUIPMENT AND SUPPLIES

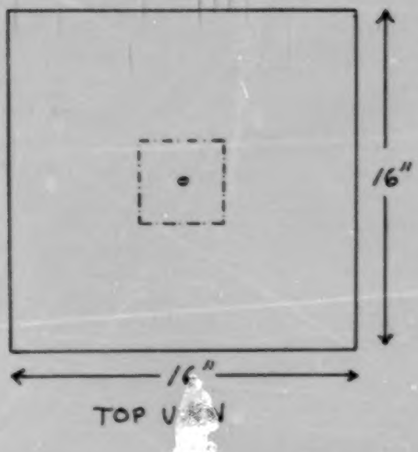
A. Improvised Equipment and Supplies - (Care and Safety is of prime importance)

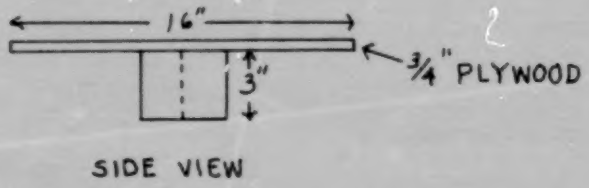
Physical education supplies and equipment purchased each year by County funds and supplemented by PTA money are often costly. Costs can be minimized, however, and the program even enriched by improvisation or construction of certain supplies by the physical education teacher or a committee of PTA fathers. Below are suggested improvised supplies and equipment, listed alphabetically with their descriptions and/or measurements.

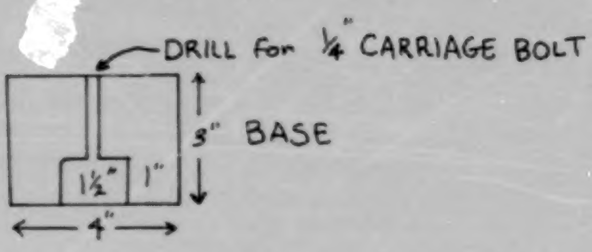
balance beam -
board 2" x 4" x 8' to fit into bracket 7" high by 12" long, with 2" x 4" groove


7"
12"
2"x4"
3/4" PLYWOOD

balance board -
board of plywood 16" x 16", with permanently attached bases of various heights (3" x 3" x 3", 3" x 4" x 4", 3" x 5" x 5")


16"
16"
TOP VIEW


16"
3"
3/4" PLYWOOD
SIDE VIEW


DRILL for 1/4" CARRIAGE BOLT
3" BASE
1½"
1"
4"

A. Improvised Equipment and Supplies - continued

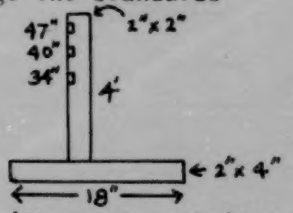
beanbags -
5" x 5" squares of heavy denim sewed together and half filled with dried beans

beanbag target -
five No. 10 cans (may be obtained from the cafeteria) attached with nuts and bolts to a 3' x 4' piece of ½" plywood, each can placed 1' apart from its neighbors, in an X pattern

deck tennis, ring or quoit -
an 18" length of rubber hose or hemp rope, 3/4" in diameter, made into a ring by firmly sewing or taping the ends together

finger manipulation board -
6" x 6" x 2" block of wood in which six rows of holes, five to a row and 30 in all, are placed 1" apart and 3/4" deep; 1/2" wooden dowels, cut into 4" lengths

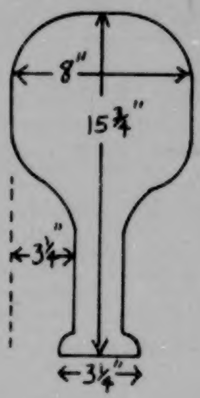
hurdles -
two 4' long, wooden uprights (standards) nailed to two wooden blocks (bases), the uprights notched in three steps; a 4' long pole to bridge the standards



jug-go -
a bottomless detergent container with a rubber ball attached thereto by a string plastic

jump ropes -
polyethylene (plastic type) rope cut into various lengths and seared at ends

paddle tennis rackets -
8' x 4' sheet of ½" plywood from which cut 56 paddles with measurements according to diagram



A. Improvised Equipment and Supplies - continued

rubber exercise bands - used rubber inner tubes (obtained from tire companies) cut into 2' x 2' wide bands

scoops - plastic
bottomless detergent containers, the cut edges covered with masking tape

softball bases - canvas sewed into 18" square bags, filled with sawdust or shavings

stilts - use 2' x 2' boards 5 ft. long with 2' x 4' board cut diagonally and attached with 2 nuts and bolts

target barrel - 55 gallon cardboard packing containers may be used as targets for different sized balls, beanbags, erasers, and other objects. Faces may be painted on the barrels for color and interest with the mouth being used as the ball return

tug-o-war - cotton rope, ½" in diameter and six feet long, strung through old rubber hose by a wire; rope and hose looped and tied at each end for handles (can also be used for kick-a-loop)

wands and lumi sticks - may be made from old broom handles. Cut handle desired length, round both ends, and dip ends with different colored paint, depending on wand length

weights - detergent containers can be filled with sand to 2 lb., 5 lb., and 10 lb. weight and attached to broom handles or aluminum bars

B. Inventory of Equipment and Supplies

The physical education teacher is responsible for maintaining an accurate inventory of all physical education equipment and supplies in the school. Inventories should be taken, using forms shown on the pages which follow, each September and June.

ELEMENTARY SCHOOL EQUIPMENT INVENTORY

(Sample - To be Revised and Distributed Yearly)

SCHOOL________________________________ SCHOOL YEAR______________

Inventory Conducted by: September______________June____________________

Item Identification	Useable No. on hand	Useable No. on hand
Backstop, softball		
Balance beam, adjustable		
Balance beam, low		
Basketball goals, indoor adjustable		
Basketball goals, outdoor		
Basketball goals, wall mounted		
Bicycle rack		
Chinning bar		
Climbing rope		
Game standards, portable		
Horizontal bar, semi-guyed		
Horizontal bar,triple, outdoor		
Horizontal ladder, outdoor		
Jungle gym		
Line marker		
Mats, tumbling 4' x 6'		
Obstacle course		
Parallel bar		
Peg boards		
Record player, mono		
Soccer goals, pr.		
Volleyball posts, outdoor		

ELEMENTARY SCHOOL PHYSICAL EDUCATION SUPPLY INVENTORY

(Sample - To be Revised and Distributed Yearly)

School____________________________________School Years__________________

Inventory by Item Identification	Sept.______ No.Useable On hand	June ______ No.Useable On hand
Ball Carrier, nylon		
Baton, track		
Basketball		
Basketball Net, outdoor metal		
Bean Bag		
Bowling Kit, plastic		
Cage Ball 24"		
Cage Ball 30"		
Cage Ball 35"		
Chinning bar, adj.doorway		
Cross bar, high jump		
Deck tennis Ring		
Flag football		
Football, rubber		
Football, junior size		
Hockey kit, plastic		
Hoops, plastic		
Horse Shoe Set		
Hurdle, track w/nylon cross bar		
Inflator, ball		
Playground ball 8½"		
Playground ball 10"		
Playground ball 13"		
Rhythm ball 7"		
Rope, jump 8' plastic		
Rope, jump 16' plastic		
Rope, tug-o-war		
Scooter, gym		
Soccer ball, leather		
Soccer ball, rubber		
Softball bases, set		
Softball bat, plastic		
Softball bat, wood		
Softball, batting tee		
Softball, catcher's mitt		
Softball, chest protector		
Softball mask		
Softball, plastic		
Softball, rubber cover		
Softball, soft		

	No. useable on hand	No. useable on hand
Stopwatch		
Tape, floor marking		
Tape, measure 50'		
Tape, measure 100'		
Tetherball		
Traffic cones		
Vest, scrimmage		
Volleyball, rubber		
Volleyball net, 24'		
Volleyball net, 27'		
Volleyball net, 30'		
Wands, wooden 36"		
Whistle, metal		
Other		

C. Care and Maintenance

Supplies -

Supplies are expendable items. Some can be reconditioned after use or damage and used again; others are simply not repairable.

Playground balls are an example of the first. Of particular benefit to any physical education program, they are especially vulnerable to careless use. Punctures, usually caused by sharp sticks, stones, and tops of chain link fences, are common. Punctures can be repaired, however, by using hot patches and a clamp which can be purchased at nominal cost from hardware and department stores.

Basketballs, volleyballs, and soccer balls, on the other hand, illustrate supplies which are more difficult to repair. Valve leaks are common, and while valve repair kits are available, they have not yet proved too effective.

Equipment -

Physical education equipment is designed to last a long time with proper care. Frequent checks should be made for looseness, bends, and malfunctions. Questionable pieces of equipment should never be used, but repaired or replaced as soon as possible to prevent accidents.

Some repairs can be made by the teacher, but ordinarily the Department of Maintenance and Plant Operation should be asked to make repairs. Occasionally, the salesman or distributor of the equipment in question must be called in to make corrections or remedy defects.

All equipment must be kept clean. Tumbling mats should be washed with a disinfectant periodically and stored flat if at all possible. Students using street shoes of any kind whatsoever should be prohibited from using the tumbling mats at all times.

Outdoor Play Apparatus -

Outdoor equipment is used constantly by students during and after school hours. It is imperative, therefore, that it be checked for broken or missing pieces, looseness, and especially for soil erosion around apparatus bases. The latter can be particularly dangerous because they can be fallen or tripped over.

D. Safety Checks

At least once a week all equipment used by students should be checked for broken pieces, jagged edges, loose fittings, and weak braces. Such hazards should be reported to the principal immediately. In addition, poor ground conditions should be considered as dangerous as broken or malfunctioning equipment.

Broken glass, cans, and sticks should be scrupulously cleared from playing areas.

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THE COMPONENTS
OF
PHYSICAL DEVELOPMENT

A. AGILITY

Agility may be described as the ability to change direction or position easily, rapidly, safely, and with control, including control of the trunk, arms, legs, shoulders, and head. It is, accordingly, related directly to the use of various muscle groups and it may be measured by the rapidity of this use.

In teaching for the attainment of agility it should be remembered that children between the ages of 5 and 7 have greater development of large muscles and lesser development of small muscles. The disparity in degree of development, however, dwindles as muscle development generally continues until children reach the ages of from 10 to 12. There follows a period of particularly rapid growth and children become awkward in movement.

The following games and activities are suggested specifically as aids in attaining agility.

Whistle Game (5 - 7 years old)

Supplies: None
Participants: Class
Area: Blacktop
Formation: Scattered
Skills: Dodging, running, creativeness, eye-foot coordination

Procedure: A child chosen as leader selects something (animal, vehicle, vocation, etc.) which the other children may imitate while responding to the leader's arm signal indicating the direction in which they must run, walk, skip, etc. The leader changes directions for the group by arm signals until the whistle is blown, when the children immediately stoop. The teacher then describes the clothing or some distinguishing characteristic of the first child who had stooped and the children chase this child. The first to tag him is then the leader and he may select the next object for the group to imitate.

Teaching Suggestion: Before starting the game, specify the area that the children must stay in.

Hill Dill (6 - 8 years old)

Supplies: None
Participants: Class
Area: Gymnasium, blacktop, or turf
Formation: Two parallel lines, 50'- 70' apart, with a center mark for "it."

Procedure: One player, appointed to be "it," stands in the center. The others stand in parallel lines, facing one another. The player who is "it" calls out, "Hill Dill! Come over the hill! I'll tag you if I catch you standing still." Players may not run until the word "still" is said. Then, they run across the open space between the lines while the child in the center tries to tag them. Having crossed to the other line, they must stay there and await the next call. Anyone tagged by the player who is "it" must help him in the next round of the game. The last player to be tagged is the winner and "it" for the next game.

Crows and Cranes (6 - 9 years old)

Supplies: None

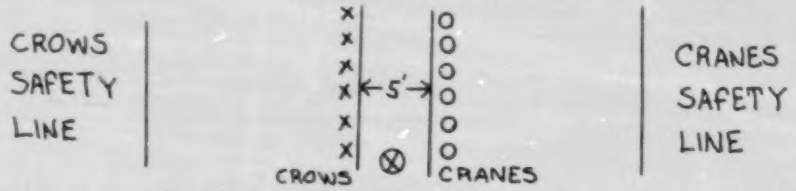
Participants: Class

Area: Blacktop, multi-purpose room

Formation: Two teams, in parallel lines, with a ten foot neutral zone between them. (See diagram, below.)

Skills: Running, evading

Procedure: One team is designated as the crows, the other as the cranes. The teacher stands at one end of the neutral zone and slowly calls out one of the team designations, prolonging the first part of cr-r-ows or cr-r-anes. This makes the players wait and listen. Using such words as cr-r-azy, cr-r-ackers, or cr-r-ummy will make the game more fun. If these words are used, the players may not move. If the teacher calls "crows," the crows should chase the cranes toward a designated "nest," where they are safe. If any are tagged before they reach the nest, they become crows. The reverse procedure is followed if the teacher calls "cranes."



Variations: Skipping, hopping, or galloping can be called for instead of running or the children may be paired, as partners.

Greek Dodgeball (10 - 13 years old)

Supplies: Volleyball or 8½" playground ball

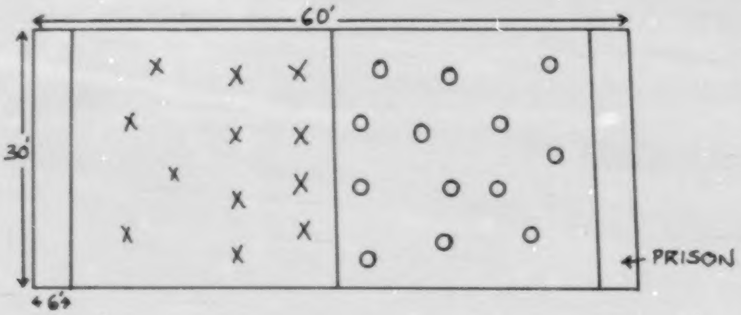
Participants: Class

Area: Black top, gymnasium

Formation: Two teams, equally divided, each team scattered on its own court. Two players from each team stand behind the opposing team's base line. (See diagram, below)

Skills: Running, evading, jumping, stopping, twisting, turning, pivoting, swaying, bending.

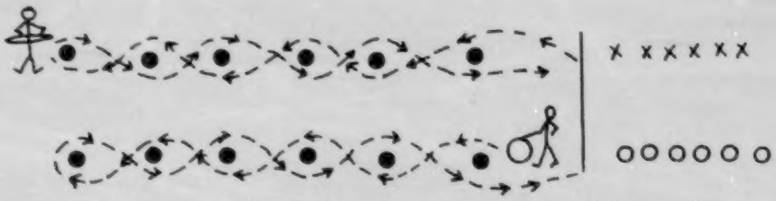
Procedure: The ball is put into play by one team. The players inside the center area dodge the ball which is thrown at them by their opponents or a player may try to catch the ball on the fly. If a player is fairly hit by the ball, he must move behind the base line of the opponent's court and continue to play from there. A fair hit must be direct (a rebounding ball does not count) and must land below the waist. If a player catches a ball on the fly, the thrower must go behind his opponents' base line. Center players may pick up a ball after a hit or a bounce. If a player catches a ball thrown by an opponent who is already behind the base line, no one is counted out. If a player does not catch but instead is hit by a ball thrown by a base line player, the center player retires to his opponents' base line.



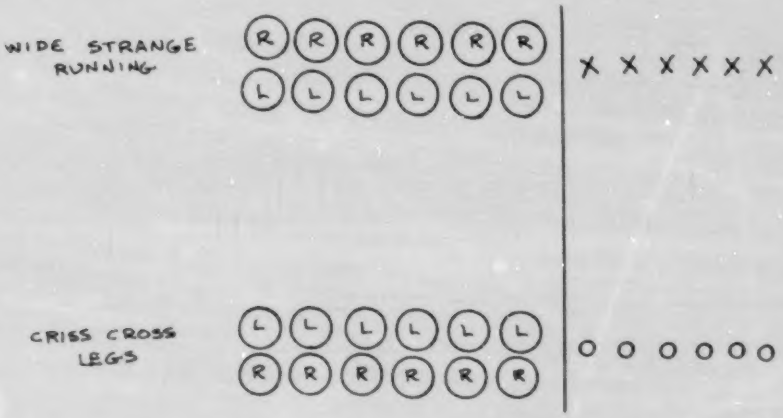
Agility Drills Using Tires (11 - 13 years old)

Supplies: From 2 to 30 tires (13" or 14" tires)
Participants: Class
Area: Playground or gymnasium
Formation: Lines (see diagram, below)
Skills: Running, kicking, lifting, turning, pulling, bending, stopping, rising, pushing

Procedure: Divide class into two or more equal teams. The first child on each team is given a tire. On command "go," these children push the tires, in a soccer-dribbling motion, around each of the markers (tires, cones, etc.) To make the return trip, they step into the tires, lift them up to waist height, and run back with the tire held in that position. They then pass the tires on to the children next in the team lines.



Variation: In a crisscross manner, members of each team run to the opposite side, stepping with the right foot into tires which are in the right side line and with the left foot into tires on the left side line, continuing thus to the ends of the lines. (See diagram, below.) On the return trip the children place their left feet into right tires, cross over with right feet, putting right feet into left tires, and continue crossing legs in a weaving motion to the starting point.



B. BALANCE

Balance is the ability to maintain equilibrium of the body. It implies good body control, in either a held position or while moving, in relation to the ground or to apparatus.

In the 5 to 7 age group, sex differences are so slight that boys and girls readily participate in the same activities and exhibit very nearly the same degree of skill. Greater differences in skills according to sex become apparent in the next two years. As the child enters puberty, posture tends to become poor. Girls' pelvic areas change, pushing legs further apart and thus affecting balance, especially in running, and shifting the center of gravity.

The following are suggested activities for the development of balance:

1. Walk a straight line drawn on blacktop or floor, without deviating from the line. (Variations: change directions, hop)
2. Balance beam - walk length of balance beam forward, backward, sideward, adding object manipulation.
3. Knee dip - raise one foot backward off floor, holding toes with hand on same side. Bend knee of supporting leg until opposite knee touches the floor. Return to starting position.
4. Pilot's Test - stand with arms held extended to the side, parallel to the floor. With eyes closed, raise one foot forward off the floor with knee straight and see how long the position can be held.
5. Wall pivot - facing wall, place one foot against wall, 18 inches above floor. Maintaining contact with the floor (wall?), jump over the raised leg by springing from the supporting foot.

C. COORDINATION

Coordination is the harmonious function of muscles in an efficient pattern of movement. To effect coordination--an objective which is subject to each child's individual differences and potential--instruction and practice are needed in a variety of movement patterns. In the development of total coordination, specific activities for eye-hand coordination and eye-foot coordination should be stressed.

As stated in the previous section of this manual, children between five and seven are characterized by only slight development of small muscles and, accordingly, many opportunities for object manipulation should be provided for this age group. Older elementary children experience periods of uneven growth, a factor which should be remembered in any program planned for development of coordination for these older children.

C. Coordination - continued

There follows a series of suggested activities for the development of coordination:

1. Eye-hand activities -

   a. Bouncing balls of various sizes and weights
      (1) standing still, bounce a ball a number of times with one hand, then with the other, and finally with alternating hands
      (2) moving about freely, bounce the ball with either hand, then with alternating hands, meanwhile moving from slow walk to run

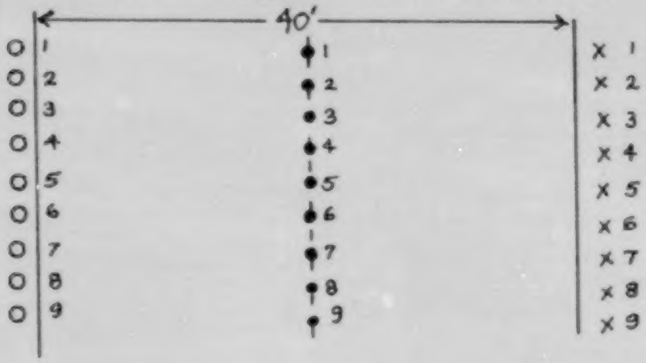
   b. Using beanbags
      (1) stand, holding a beanbag with one hand at arms length in front of the body; let the beanbag drop and try to catch it with the same hand before it reaches the ground
      (2) stand with beanbag on one foot; kick foot upward and catch beanbag with one or both hands as it falls

2. Eye-foot activities -

   a. Using rope
      (1) standing at one end of a rope placed in a straight line on the floor and facing the other end of the rope, jump over it, from side to side, progressing along its entire length
      (2) while two students hold rope close to the ground and shake it gently from side to side, a third student jumps over the rope or "snake"
      (3) skip rope in traditional manner, alternating feet in the skipping motion

   b. Playing Pin Ball Soccer (9 - 13 years old)

      Supplies: Soccer ball, Indian clubs, or milk cartons
      Participants: Two teams of from eight to ten players each
      Area: Playground or gymnasium
      Formation: Two parallel lines of players, 40' apart, separated midway by a line of Indian clubs, each Indian club placed about 2' from its neighbors (see chart, below)



Skills: Eye-foot coordination, kicking, trapping
Procedure: On alternate kicks of the soccer ball from behind the lines, members of each team try to knock down the Indian clubs; one point is scored for each club knocked down
Evaluation: check whether ball is kicked on first attempt, kicked straight, and hits the club

(Note: All soccer lead-up games are excellent for eye-foot coordination. See other such team games, listed in index.)

3. General coordination -

Exercise:

Count 1 - simultaneously extend arms straight forward, shoulder height, hop on right foot, and extend left foot forward

Count 2 - simultaneously extend arms to side, shoulder height, hop on right foot, and extend left foot to left side

Count 3 - repeat count 1

Count 4 - simultaneously bring arms to sides, bring foot back to place with a hop

Change entire series to use right foot.

D. ENDURANCE

Endurance is the ability to sustain muscular exertion over a length of time. It is gradually developed through increasingly longer periods of such exertion. It is not characteristic of the young child, who although very active fatigues easily. Endurance may be developed to a greater extent as the child grows older. (Physical disabilities, such as heart abnormalities, may also become more evident during this period and should be watched for.) As the child moves toward puberty, however, he tends to become less energetic and to need more rest.

The following suggested activities are means for developing endurance during the various physical phases of six to thirteen-year-old children:

1. Fire, Fire (6 - 9 years old)

Supplies: None
Participants: Class
Formation: Line
Skills: Running, evading

D. ENDURANCE - continued

1. Fire, Fire - continued

Procedure: Count off by fours and line up at edge of blacktop. The teacher selects one child to be the "fire." The "fire" then yells, "Fire, fire, one (or two, or three, or four, depending upon which number he selects)!" The players who have the selected number then chase the "fire" and the first one to tag him becomes the new "fire."

Variations: The teacher can call out "All alarm fire!" and all the players can then run after the "fire." The "fire" can be all the girls, all the boys, all those with white tennis shoes, with black hair, or blue shirts, etc. Children can become hook and ladders by linking their arms together and playing the game thus.

2. Rescue Relay (7 - 10 years old)

Supplies: None
Participants: Class
Area: Blacktop, playground
Formation: See chart, below

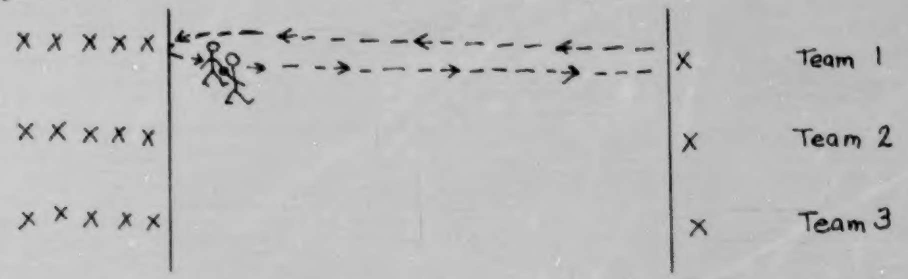
Procedure: Players divide into any number of teams the teacher decides upon. One player from each team is designated the rescuer and stands across the playing area (see chart). As the game begins, this player runs back to his team and takes the first team member in line by the hand and runs back again, thus "rescuing" the team mate. The player who has been rescued then repeats, running back to get the next player, and so on until the last player has been rescued. The team whose members are all rescued first, wins the game.

Variations: Instead of running, rescuers and those being rescued can skip, hop, or the rescuer might carry the rescued piggyback, etc.

3. Circle Chase (6 - 10 years old)

Supplies: None
Participants: Class
Area: Blacktop, playground
Formation: Circle, facing toward the center (see chart, below)

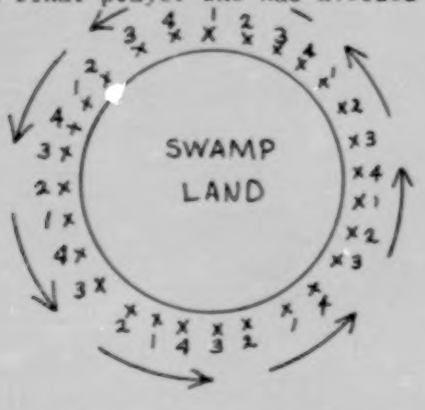
(Rescue Relay chart):



D. ENDURANCE - continued

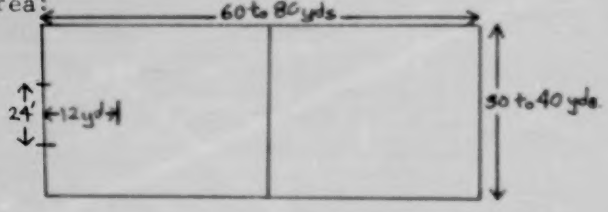
3. Circle Chase - continued

Procedure: Players count off by threes or fours. The teacher calls out a number and players with that number run counter-clockwise around the circle, each runner attempting to tag all runners in front of him and to return to his original position without being tagged, himself. All runners tagged must then stay in the center (swamplands) as play continues. Play continues, with each of the numbers being called a number of times, until there is a final player who has avoided being tagged.

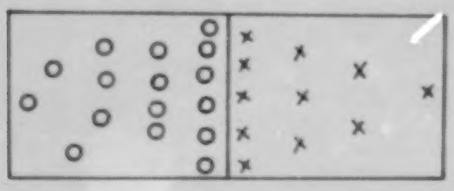


4. Modified Speedball (9 - 13 years old)

Supplies: One soccer ball, soccer goals 24' x 8'
Participants: Class
Area:



Formation:



or

4. Modified Speedball - continued

Skills: Running, kicking, throwing, stopping (speedball combines the techniques of soccer, football, and basketball)
Procedure: The ball may be advanced by kicking, as in soccer, or by passing, as in football or basketball. Rule departures from the game of soccer are:

a. Any player may catch a kicked ball before it hits the ground. The ball may be advanced by passing as in basketball. As soon as the ball touches the ground, however, the play changes to become like soccer. It continues like soccer until another kicked ball is caught in the air, not on a bounce.

b. A player who catches the ball is allowed to "travel" only two steps. Upon any infraction of this rule, the other team is given a free kick. A jump ball may be called, as in basketball, when the ball is tied up by two opposing players.

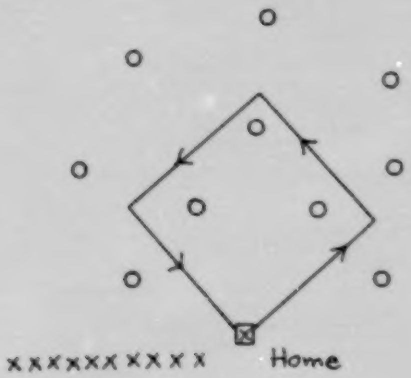
c. Fouls follow the same pattern as in soccer. The penalty area in speedball is a line 12 yards out from the goal line.

d. One air dribble is allowed in advancing the ball. To make an air dribble, a player throws the ball into the air ahead of himself, runs forward, and catches the ball before it hits the ground. Dribbling the ball, as in basketball, is not permitted.

e. For violations involving traveling and illegal handling of the ball, the other team is awarded the ball out of bounds for a throw-in.

Scoring:
Goal - A ball kicked through the goal, as in soccer, scores 2 points.
Touchdown - A ball passed over the goal line and caught by a team-mate scores 1 point

5. Gun Ball (10 - 13 years old)
Supplies: Soccer ball, volley ball, 8" playground ball
Participants: Class
Area: Blacktop, playground
Formation:



D. ENDURANCE - continued

5. Gun Ball - continued

Skills: Running, dodging, evading, kicking, throwing

Procedure: The first batter stands behind the starting line and socks the volley ball as hard as he can. If a soccer ball is used, he kicks it or punts it. As soon as the ball is struck or kicked, all of the players on the batting team must run to the turning line, turn around, and run back across the starting line. The runners must remain inside the sidelines while running.

The defensive (fielding) team must retrieve the ball and pass it to five different players to become eligible to throw it at the running players of the offensive (batting) team. The fielders are allowed to take only one step with the ball in the process of throwing. Fielders earn an out each time they hit one of the runners of the batting team with the ball. All outs earned are nullified whenever a fielder walks with the ball. Three outs constitute one half-inning and teams then change sides.

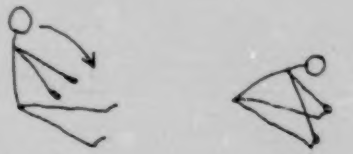
The batting team scores one point each time all players return across the starting line before the third out is earned by the fielding team.

E. FLEXIBILITY

Flexibility is the range of body movement in one area or joint in terms of bending, reaching, twisting, and turning. The degree of flexibility varies from person to person. A high degree enables more efficient performance and can more readily cushion sudden shocks or blows.

The following exercises are suggested for the development of flexibility:

1. Bobbing



2. Greet the Toe

Stand on one foot. Grasp the other foot with both hands, bend at the waist, and touch the forehead to the toes. Alternate feet.

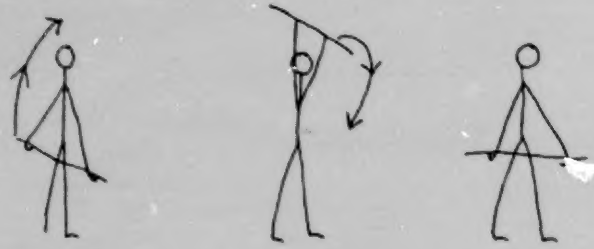
3. Bear Hug

Hands on hips, take a long step diagonally left, keeping the right foot anchored in place. Encircle the left leg, with both arms, at the thigh, squeezing and stretching backwards. Alternate legs.

E. FLEXIBILITY - continued

4. Through the Stick

Stand holding wand against back of thighs, with hands wide apart and in reverse grasp (palms facing forward). Move wand, over the head, to position in front of thigs, at which point the hands should be palms facing upward, and fingers grasped over the top of the wand.



5. Toes Over Head

Lying flat on the back, place hands, palms down, alongside hips. Raise legs, keeping knees straight, over the head until toes touch the floor in back of head. From this position scissor kick, so that the feet are raised, alternately, off the floor. Repeat kick as vigorously as possible several times.

F. POWER

Power is one of the most important elements in performance in sports and other physical activities. Considerable attention therefore should be given to its development. It represents a combination of muscle strength and speed and determines how quickly and to what degree strength can be exerted to perform a specific act.

Teaching youngsters how to move competently in situations demanding an application of force will develop the ability to apply powerful movement when needed. In this connection, the development of large muscles is an important factor. Because of the power needed to engage effectively in certain activities, it is sometimes necessary to go through warm-ups specifically related to the activity in question.

There follow suggested activities for the development of muscle strength and speed and the resultant acquisition of power:

1. Softball Throw

Staying behind a line during and after throws, each child should have three chances to throw a softball for distance. Emphasis should be placed on form and techniques, including warm-up, running start, opposite feet forward in relation to throwing arm, over arm movement, wrist snap, and follow through.

F. POWER - continued

2. High Jump

High jump techniques are perfected by effective practice. The height of the bar should offer some challenge but not to the degree that it lessens concentration on techniques. The student should start his approach to each jump on an approximately 20-foot runway. (See section on Track and Field.)

3. Standing Broad Jump

The student stands with knees partially flexed and toes behind the line. Swinging his arms for balance and added power, he jumps from his toes, leaning forward and low as an aid in covering as much ground as possible. Each student is given three trials; if he touches the line ("scratch"), it counts as a trial.

4. Combination Push-up, Burpee, Mule Kick

The exercise begins with the student standing at attention. The basic exercise is done to a count of four. (Modifications may be used for variety and to work different muscle groups.) At count one, the student drops to a deep knee position, with hands on ground for balance; at count two, he thrusts legs out backward, supporting his body on his hands; (push-up or mule kick); at three, returns to knee bend position; and at four, again stands at attention.

5. Individual Activities

Sprint running, relays, etc.
Feet on wall push-up
Isometrics and isotonics
Weight training
Medicine Ball activities
Fireman's Carry

G. RELAXATION

Relaxation--the release of muscle tension-- is a motor skill. Children must learn to recognize the difference between a feeling of muscle tension and a feeling of muscle release, or relaxation.

To facilitate relaxation in children, their natural characteristics should be considered. Young children tire easily and need frequent periods of relaxation. They are curious, creative, and imaginative. Ego-centered, they have short attention spans, which increase as they grow older. They respond to music and rhythm and are often boisterous. A change of pace and activity usually relaxes the tension of any one child or a group of children.

To differentiate between contraction and relaxation, children should experiment with the feel of the two as they use their muscles. The following contrasting activities are suggested for this purpose:

Activities for Music Contraction	Activities for Relaxation
Stiff as a Tin Soldier	Limp as a Ragdoll
Hard as Steel	Soft as a Fluffy Cloud
Straight as a Baseball Bat	Loose like a Rope
Stiff as a Tulip Stalk	Floppy as a Broken Flower
Stiff as the Arm of a Snowman	Letting go, Like Ice Cream Melting on a Hot Day

As any new skills are introduced, correct position and tension of parts of the body during specific movement should be emphasized.

H. SPEED

Speed is the capability of moving rapidly from place to place. It is also a body movement executed at the fastest rate or in the shortest span of time possible by an individual or individuals.

Speed is built upon a sequence of skill development but depends in large part upon the coordination, endurance, agility, and physical condition of the individual. Attitude and motivation also play an important part in developing speed. One motivation--a competitive spirit--becomes evident in children by the time they engage in group or team games.

The following activities are suggested for the development of speed:

1. Run Rabbits, Run (5 - 7 years old)

   Supplies: None
   Participants: Class
   Area: Playground with home base large enough for rabbits' nest
   Formation: Two teams of equal size, one of rabbits and the other foxes. Each team has a leader. Rabbits stand in next; foxes move about near their leader.
   Skills: Running, tagging, evading
   Procedures: Leader of the rabbits takes his followers out of the nest to play. They move quietly and cautiously to avoid the old fox. The fox then moves with his team following. The fox yells, "Run, Rabbit, Run!" The rabbits try to reach their nest before the foxes catch them. Those caught must become foxes. The game continues until all the rabbits are caught. The last rabbit caught becomes the new rabbit leader. The old fox selects a new fox.

G. RELAXATION - continued

2. Blast Off (7 - 9 years old)

Supplies: None
Participants: Class
Area: Blacktop, playground
Formation: Teams lined up for relay race
Skills: Running, agility
Procedure: On signal, first child in each team line-up runs to a given line, returns, tags second child, who repeats action. Each team continues until the entire line has finished. First team to finish wins.

3. Base Running (10 - 12 years old)

Supplies: Stop watch
Participants: Class
Area: Softball diamond
Formation: Line leading up to home plate
Skills: Running
Procedure: Each player, on signal, runs from home plate around the diamond, touching each base, and back to home plate. Time is recorded.

4. Over and Under Relay (10 - 12 years old)

Supplies: A ball or a beanbag for each team
Participants: Class
Area: Playground
Formation: Line
Skills: Running, bending, stretching
Procedure: On signal, the leader of each team passes the team's ball over his head to the next in line. The latter passes it between his legs to the third in line. The ball continues, over and under, all the way down the line. The last person in line runs to the front of the line, with the ball, and passes it back over his head. The play continues until everyone is back in his original place. First team back is declared the winner.

5. Fifty-Yard Dash (9 - 12 years old)

Run, moving at top possible speed, in a straight line, 50 yards away.

I. STRENGTH

Strength is a vital part of the physical education program. It is highly important that every individual learn to handle everyday tasks with ease and be able to cope with emergencies when they arise.

The strength of various muscles differs widely from individual to individual. Biceps, for example, may be stronger in some persons than triceps and the abdominals stronger than the muscles of the lower back. The arms and shoulders seem to be the most underdeveloped body areas of the average American. Greater emphasis should be placed on developing these muscles.

Children of from 10 to 12 years of age, whose bones ordinarily have hardened to some extent, become very much interested in muscle strength. Their development in this respect affects their individual self-concepts and they exhibit great competitiveness in reaching goals and in thus acquiring status with their peers. They are particularly interested in weight lifting, isometric exercises, and tension strings.

The following exercises are suggested as aids in developing muscle strength in the elementary school child:

1. Burpee, or Squat Thrust

   Burpee, or Squat Thrust, is done to a six-count cadence. To begin, stand at attention and :

   a. squat, with hands on floor in front of body
   b. kick both feet backward until legs are fully extended
   c. flex elbows, touch chest to floor
   d. straighten arms
   e. return to squat position
   f. stand at attention

2. Inch Worm

   To begin, stand tall and then bend forward, placing hands on floor with weight on hands and feet. Walk forward on hands as far as possible, keeping knees straight. Walk on hands back to feet. Return to standing position. Repeat several times.

3. Upper Body Stretch

   Supplies: Horizontal bar
   Procedure: Grasp bar firmly, bend knees slowly, and let head hang forward. Lift feet slowly from floor and hold this position for a second or two. Return to standing position, arms down at sides. Breathe deeply, relax a moment, and repeat once more.

4. Leg-hip Stretch

   Supplies: Chest-high horizontal bar
   Procedure: Grasp horizontal bar with palms out, elbows bent forward. Slowly lift one leg straight out in front as high as possible, keeping toes pointed. Return slowly and lower feet to floor. Repeat eight or ten times with each leg. Relax, breathe deeply, and continue.

I. STRENGTH - continued

5. Waist-hip Stretch

Supplies: Horizontal bar

Procedure: In a standing position, grasp bar with palms and elbows bent. Lift both feet off the floor and allow arms to stretch full length. Stretch legs as high as possible, with knees straight. Return legs slowly to floor. Stand, relax with arms at side and repeat two times. In standing position, breathe deeply, relax, then continue.

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CURRICULUM ACTIVITIES

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I. MOVEMENT EXPLORATION

Movement exploration is an approach to teaching physical education. It calls for both physical and mental involvement by each child, his analysis of problem situations, and his interpretation and response within the limitations of his own ability. The key components of this approach are thus exploration, problem solving, and individual interpretation. Since each child solves problems according to his own experience, capability, and creativity, there are no incorrect responses and, accordingly, no place for criticism of such. There is, instead, ample opportunity for each child to experience the satisfaction of success in his own endeavor.

There follows descriptive statements of various components of movement exploration and a series of suggested activities.

A. Spatial Awareness

Children should be given opportunities to become aware of space, to explore it, and to fix their own relationship to it. In this connection, they should be given guidance to determine the size of the area in which they are to move, taking into account the presence of other children in the same space.

Within the scope of their individual movement capability, children learn:

Levels of movement - high, medium, low

Ranges of movement - wide-narrow, far-near, long-short

Directions of movement - forward, backward, upward, downward, sideward

Patterns of movement - circular, diagonal

In addition, they learn the answers to the following questions:

Can I run, using as much space as I would like and not touch anyone else?

Can I find my own space, without touching anyone? Can I, within my own space, make myself as wide and as high as possible--reaching out to see how high and wide I can become?

Sitting in my space, can I find out how high it is? How far forward it goes? How far to each side I can reach? How far back it goes?

B. Creative Movement

The movement exploration approach to creative movement allows unlimited opportunities for children's self-expression. This approach can be used to teach simple locomotor and nonlocomotor movements in object manipulation, creative dance, lead-up activities to sports skills, and use of apparatus. There follows suggested activities, various groups of which are introduced in the form of questions.

1. Locomotor Problems - Can you . . .
   a. take as few steps as possible to move from one place to another (walk)?
   b. run as quietly as possible?
   c. jump as high as possible but land quietly?
   d. change your body level while sliding?
   e. skip backwards?
   f. lift your arms as high as possible at the height of your leap?

2. Nonlocomotor Problems - Can you . . .
   a. swing one part of your body?
   b. move like a top?
   c. move one part of your body very fast and another part very slowly?
   d. make the smallest possible shape with your body?
   e. roll like a wheel?
   f. make a bridge with your body?

3. Object Manipulation Problems - Can you . . .
   a. bounce a ball low to the ground and keep it bouncing while you change hands?
   b. throw a beanbag up in the air, touch the floor, and stand to catch the beanbag?
   c. spin a hoop like an egg beater?
   d. balance a wand in your own way--on any part of your body?
   e. move around a tire in different ways and at different levels?
   f. jump a rope five times?

4. Creative Dance Problems - Can you . . .

   a. show how you would move if you were angry?
   b. pretend it is a spooky night and move the way you feel when it's very dark?
   c. imitate a candle, melting?

5. Sports Skill Problems
   a. soccer - scatter tires or place students throughout an area, have other students dribble a soccer ball in and out, trying not to touch tires or students
   b. basketball - avoiding collision with one another, every student dribbles basketballs in any direction, backwards, forward and low, in circles, and sidewards, in a limited area.

B. Creative Movement - continued

6. Apparatus Problems
   a. horizontal ladder - can you go across some way you've never gone before?
   b. horizontal bar - while hanging from your knees, can you swing up to catch the bar?
   c. ladder - in what ways can you use your hands and feet to go up the ladder?
   d. hurdles - can you run and clear all the hurdles?
   e. stairs - can you go across the stairs touching each one, quickly
   f. balance board - while balancing on the board, can you bounce a ball in front of it?
   g. balance beam - can you go halfway across the beam, turn, and come back?

7. Hints to the Teacher who Uses Movement Exploration Approach
   a. adapt each problem to level of the students
   b. move through activities progressively, from simple to complex
   c. have or acquire a knowledgeable idea of what students' responses will be
   d. expect individual interpretation, different from the teacher's
   e. be creative
   f. assign as much purposeful activity as possible to every student in the class
   g. be enthusiastic
   h. use demonstrations by either the children or the teacher but not until after the class has attempted to solve the problem
   i. help, guide, and encourage students by moving around, in and out of the class
   j. present problems through such questions as "who can?" "can you?" "how can?" "what can?" and "can you show me?"

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II. LOCOMOTOR SKILLS

Locomotor skills move the body through space, with the feet as the moving base. They are basic in all physical education activities as well as in the physical activities of daily life. Every physical movement becomes more efficient by establishing good form in locomotor skills in early childhood.

The following descriptions of locomotor skills are accompanied by suggested key phrases and examples of relevant exercises.

A. Walking is a natural movement which carries the body through space by transferring weight from one foot to the other. In walking, good postural standards should be stressed, along with proper body alignment.

1. Key Phrases
    - a. head up, eyes straight ahead
    - b. push off with toes
    - c. land on heel, letting weight roll along outer edge of foot to the toes
    - d. point toes straight, inner borders of feet falling in a straight line
    - e. swing leg from hip
    - f. swing arms in opposition to feet
    - g. step lightly
2. Examples
    - a. walk forward, backward, sideways
    - b. walk on tiptoes
    - c. walk as if on ice
    - d. walk as if in a parade
    - e. walk with stiff legs

B. Running differs from walking in that for part of the time there is no ground support. In running, there is a slight body lean forward, so that the legs push rather than pull the body.

1. Key Phrases
    - a. bend elbows and knees
    - b. head up
    - c. run on toes (balls of feet)
    - d. swing arms forward, in opposition to feet
2. Examples
    - a. run in slow motion
    - b. run between objects
    - c. run through a turning rope
    - d. run in relay formation
    - e. run and stop on signal

C. Leaping is a transfer of weight from one foot to the other, resulting in a more sustained loss of contact with the ground and greater distance and height in the air than is the case in running. A leap is usually preceded by running steps to gain more momentum for the lift into the air.

1. Key Phrases
    a. swing arms up and forward
    b. land on one foot, knees bent
    c. push up, stretch, and reach
    d. knee leads out and then stretches forward
    e. rear leg extends backward in the air, after vigorous push-off

2. Examples
    a. run across floor and leap
    b. leap over a rope or line
    c. leap without taking running steps
    d. leap over a series of hurdles without breaking stride
    e. leap for height and distance

D. Jumping is a motion lifting the body off the ground with one or both feet and landing with both feet. To cushion the force of the landing, the jumper should land lightly on the toes, with knees bent.

1. Key Phrases
    a. swing arms down and then up on the take-off
    b. bend knees and ankles
    c. stretch and reach

2. Examples
    a. jump for height; for distance
    b. jump light, heavy
    c. jump like a bouncing ball
    d. jump and reach
    e. jump over rope

E. Hopping is pushing the body off the floor on one foot, the other foot maintaining balance during the lift and the body and arms leaning forward.

1. Key Phrases
    a. lift arms
    b. up and down on the hopping foot
    c. land on toes
    d. bend knees

2. Examples
    a. hop in place
    b. hop forward, backward, sideward
    c. hop over rope
    d. hop high, hop low
    e. hop varying distances

II. LOCOMOTOR SKILLS - continued

F. Sliding is a step-leap combination, moving to one side or the other. A step is taken with one foot and the other foot follows quickly. The same foot always leads, with the trailing foot maintaining contact with the ground.

1. Key Phrases
   a. step to side
   b. lead with same foot
   c. draw second foot up to first and hop

2. Examples
   a. slide to right, left
   b. slide with big lift, small lift
   c. slide, turning in air on hop every fourth slide step
   d. slide with partner, holding hands
   e. slide around in a circle

G. Skipping is a combination of walking and hopping. Step forward on one foot; then hop on the same foot while swinging the opposite knee upward to begin same pattern with that foot.

1. Key Phrases
   a. hop!
   b. swing arms up
   c. step, then hop

2. Examples
   a. skip forward, backward
   b. skip lightly, heavily
   c. skip around objects
   d. skip high, low
   e. skip in relays

H. Galloping is similar to sliding except the step-leap combination is forward. One step is taken forward, the other foot following quickly. The same foot always leads.

1. Key Phrases
   a. step forward
   b. draw other foot up to first and hop
   c. always lead with same foot

2. Examples
   a. gallop forward with right leg, then with left leg
   b. gallop in circle
   c. gallop over ropes placed on ground
   d. gallop in relays
   e. gallop with partner

I. Trotting differs from running in that greater emphasis is placed on the height of the knees and less on speed. The knee should be even with the waist on every step.

1. Key Phrases
    a. head up
    b. knees high
    c. trot on toes
    d. swing arms in opposition to feet

2. Examples
    a. trot in slow motion
    b. place elbows at waist, hands out straight, trot, bringing knees up to hands rather than hands down to knees
    c. be a trotting horse, race with partner, with groups
    d. trot in relays
    e. trot around obstacles

J. Landing is the contact of the body, the body parts bending or giving, as it meets the ground.

1. Key Phrases
    a. land on balls of feet
    b. bend ankles and knees
    c. hold head erect
    d. rebound with a little jump
    e. extend arms sidewards

2. Examples
    a. jump into the air and land with knees bent
    b. jump into air, land, and immediately rebound into another jump
    c. run, jump, land
    d. jump over obstacle and land
    e. jump, turn in air, and land

K. Stopping is bringing the body to a stationary position. There are two styles of stopping, the skip stop and the running-stride stop. In the skip stop there is a step and a stop before the actual stop. In the running stride stop, the feet simply stop in a forward stride position, knees bent, and body weight shifts backward to reestablish balance.

1. Key Phrases
    a. head up
    b. bend knees
    c. land with feet apart
    d. lean back at waist

K. Stopping - continued

2. Examples
   a. run and stop on signal
   b. run in circle, stop on command
   c. follow leader, stop when leader does
   d. jump, run, and stop
   e. run in circle, pivot, run, and stop

L. Pivoting is changing direction, with one foot stationary. The weight of the body is on the toes, the base foot is always in contact with the floor as the other foot pushes off in the desired direction.

1. Key Phrases
   a. bend knees
   b. keep body low
   c. spin on toes
   d. push with free foot

2. Examples
   a. pivot on command
   b. run, stop, pivot, run
   c. pivot, with both feet stationary
   d. receive a ball, pivot, and pass
   e. pivot around in a circle with a partner

M. Evading is a sudden shifting of one or all parts of the body away from a stationary or moving object. The knees bend as the body feints one way and side steps another way.

1. Key Phrases
   a. bend knees and stop quickly
   b. lean toward evading side
   c. push off in new direction
   d. feint one way and move another

2. Examples
   a. run to designated spot, change direction
   b. run around obstacles
   c. run and evade ball thrown by partner
   d. run towards partner, evading a tag
   e. run an obstacle course

N. Falling implies losing balance and making sudden contact with the floor. As a safety measure for all activities, teachers should stress the correct way to fall.

1. Key Phrases
   a. relax
   b. roll with the fall
   c. bend at joints
   d. tuck chin

N. Falling - continued

2. Examples
   - a. from a standing position, melt like a snowman
   - b. roll in a tucked position
   - c. be a ball and roll around in a circle
   - d. from a raised place (chair, box) put hands on floor and roll off
   - e. jump from a low box and go into a roll

MATERIALS

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III. NONLOCOMOTOR SKILLS

Nonlocomotor skills are those in which various parts of the body move in space while the feet remain in place. Dramatic and expressive movements can be created by combining some of the nonlocomotor skills.

The following are suggested for the development of nonlocomotor skills:

A. Bending is a movement at a joint which brings two adjacent parts of the body together. It can be done in relaxed or in vigorous fashion, with even or uneven rhythm.

   1. Key Phrases
      a. be flexible
      b. bend to full range

   2. Examples
      a. bend arms, legs, trunk
      b. bend like a snake, dog, tree
      c. bend to music
      d. bend up and down, as a ball bounces
      e. make combination movements by bending different parts

B. Lifting raises an object or a part of the body from one level to another.

   1. Key Phrases
      a. bend hands and arms
      b. bend knees as object is picked up
      c. extend knees as they assist in raising the object

   2. Examples
      a. lift a flower, a rock
      b. lift arm sideward to shoulder height, forward to shoulder height
      c. lift one foot at a time
      d. lying and sitting, lift one leg at a time
      e. lift a box and put it on a high shelf

C. Pulling is a forceful movement which brings an object toward the body.

   1. Key Phrases
      a. extend arms and legs
      b. lean the body
      c. bend knees

C. Pulling - continued

2. Examples
    a. pull an object toward body
    b. pull an object from behind the body
    c. sit and pull, kneel and pull
    d. pull an object quickly, slowly
    e. play tug-of-war

D. Pushing is a forceful movement which moves an object away from the body.

1. Key Phrases
    a. maintain good balance
    b. use muscles of legs and arms

2. Examples
    a. push light-weight objects across the floor, heavy-weight objects
    b. push with one hand, two hands, one leg, two legs
    c. push partner across floor
    d. lying down, push self up with hands
    e. on hands and knees, push partner across floor

E. Rising is a slow, continuous movement of any or all parts of the body while moving from a lower to a higher level.

1. Key Phrases
    a. rise slowly
    b. be graceful and coordinated
    c. lift the body, stretch

2. Examples
    a. rise up on your toes
    b. from various positions on floor, rise up to standing position
    c. be a flower and grow
    d. sit cross-legged and rise like an Indian
    e. from the shortest position possible, grow into a giant

F. Stretching is an extension of the joints of the body. This expanding may take place at any of the joints and in various combinations.

1. Key Phrases
    a. maintain good balance first
    b. use different parts of the body
    c. stretch to full range

2. Examples
    a stretch body tall, wide
    b. stretch isolated parts
    c. jump and stretch
    d. stretch out while running
    e. lying down, be as long as possible, be as wide as possible

G. Swaying is the same type of movement as swinging except the weight is supported below the moving parts.

1. Key Phrases
    a. relax, be flexible
    b. keep support below moving part
    c. have graceful continuous movements

2. Examples
    a. sway arms overhead, backward, sideward
    b. sway like a tree
    c. sway like a windshield wiper
    d. be a blade of grass, swaying in the wind
    e. lying down, sway legs from side to side

H. Swinging is a circular or pendular movement of one or more parts of the body around a stationary center. The force generated by the drop of the swinging part will carry it upward in the opposite direction.

1. Key Phrases
    a. add force to upward swing
    b. keep one part stationary
    c. help arms swing
    d. relax

2. Examples
    a. extend elbow shoulder height; let limp lower arm swing back and forth
    b. lying down, swing one leg back and forth
    c. swing one arm and opposite leg
    d. swing head from side to side
    e. swing on a hanging rope

I. Turning is a partial or total rotation of the body or body parts and a shifting of the base of support.

1. Key Phrases
    a. maintain good balance
    b. use maximum rotation

2. Examples
    a. see how many parts of the body can turn all the way around
    b. lying on stomach, turn around
    c. turn while walking, running, skipping
    d. turn like a top, a washing machine
    e. jump off box and turn in air

J. _Twisting_ is a rotation of a body part around its own axis. This movement can take place only at the neck, shoulder, wrist, and hip joints and along the spine.

1. Key Phrases
    a. maintain good balance first
    b. use full range

2. Examples
    a. twist one arm around the body
    b. twist one body part in one direction another in the other direction
    c. standing on one foot, twist the whole body
    d. twist the head as far as possible
    e. twist like a screwdriver, a spring

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IV. RHYTHMICS

Rhythmic activities are made up of basic locomotor and nonlocomotor skills and various combinations thereof, used with an understanding of rhythm space, and force. By allowing each child opportunities and experiences in using his body to make creative responses and to learn structured dances, rhythmics constitute an important phase of the physical education program.

There follows a suggested series of rhythmic activities, games, and dances.

A. Creative Rhythms

Elementary children at all ages, but especially during the primary years, need opportunities for self-expression. Creative rhythm activities give children a chance to be imitative, imaginative, and exploratory with their movements. For example -

1. Rhythmic patterns can be created by responding to colors, in one way for the one-syllable colors (red, blue, green), in another way for the two-syllable colors (yellow, purple, orange). Colored construction paper may be used to indicate the rhythmic response desired.

2. Various chants, such as the following, can be used as aids in creative expression of locomotor and nonlocomotor movements.

a. in walking - Three funny old men from our town
Went for a walk one day
The wind blew so hard
That it turned them around
And they walked the other way.
Yes, they walked the other way.

b. in running - I like to run, I like to run
I like to run around
I like to run, I like to run
And hear my feet upon the ground.

c. in toptoeing-Lightly, lightly tiptoe
Not a single sound
Lightly, lightly tiptoe
Gently move around.

d. in jumping - Jack be nimble, Jack be quick
Jack jump over the candlestick.

e. in hopping - Hop Hop Hop Hop Hop Hop
Turn to the right and
turn to the left and
change your feet with a
Hop, Hop, Hop!

f. in galloping-I had a little hobby horse
His name was Tommy Gray.
His head was made of peas and straw
His body was made of hay.

A. Creative Rhythms - continued

2. Various chants - continued

f. in galloping - I saddled him and bridled him
And rode him to the town
There came a little puff of wind
and blew him up and down.

g. in skipping - A skippity skip and a skippity skip
A hippity hop and a hippity hop
One knee up and one knee down
We go skipping around and around.

h. in sliding - With a step and a glide
We move to the side
And slide and slide and slide.

i. in bending
and stretching- I'm all made of hinges
And everything bends
From the top of my head
Way down to the ends
I'm hinges in front
And I'm hinges in back
But I'd have to be hinges
Or else I'd crack.

3. In mimetics for primary grades include a variety of imitative movements and opportunities for self-expression. Children may pretend, for instance, to be birds flying, falling snow flakes, a washing machine, a steam roller, melting icicles, wooden soldiers, or bouncing balls, or they may act as if they are batting a ball or building a house.

4. Children should be given opportunities for creative expression to music, using different tempos. They could be asked to feel the music and move with it, move fast or move slow, move with an angry feeling, move with a happy feeling, create a dance routine to the music with a partner or small group, or create routines using an object such as a scarf, hoop, ball, or wand.

B. Marching can be taught as a single lesson or correlated with a folk dance or square dance lesson. For example -

1. Marching to rhythm bands
Children in primary grades enjoy using rhythm instruments and will march well, to one or two instruments at first and then to several instruments combined. Suggested meter: 4/4 time.

2. Musical Madness
The children are spread out throughout the room. As the marching music begins, they march by themselves in any direction. As a signal to get into groups of two, three, four, etc., the teacher uses a drum, whistle, or blocks of wood, using three beats for groups of three, four for four, etc. Children change from one size group to another, as the signals indicate, going back to marching individually--at least, at first--between the various groups.

3. Marching variations

The children march anywhere in the area, following different patterns, such as -

- knees up as high as possible
- stiff-legged
- one leg shorter than the other
- squatting as close to the floor as possible
- stretching as tall as possible
- on heels, not letting toes touch the floor
- toes in or toes out

4. Grand March

Record: any good march

Formation: a line of girls on left side, facing front; a line of boys on right side, facing front; both lines at end of hall, teacher at front

Directions: down the center in couples (one girl, one boy), one couple left and one right, alternately, down the center by fours, fours left and right, down the center by eights, Grapevine - all children in lines of eight join hands; teacher takes end of first line, and starts round room with other lines hooking on, winding up in spiral by the time she reaches the center and then unwinding; everybody swings.

5. Drills

Formation: squads in a square formation
lines even in width and length

Pre-marching drills

standing at attention - face front, stomach in, chest out, shoulders back, eyes forward, looking at back of head of person ahead arms at side, fingers together, index fingers at seams of pants, mouths closed.

right face, weight equally distributed on both feet to start lift left toe and weight on left heel, weight on left toe, left heel raised, pivot to right with weight on the ball of left foot and right heel, one step forward with right foot to bring it up even with the left foot

forward march, always start with left foot; on command "forward march," start forward on left, alternating left, right, in time to beat of the music or drum, left foot hits the ground on the heavy beat of drum

marching drill, count cadence (letter in parenthesis refers to left or right foot - underlined words are spoken). Mark time until order is given to "Step".

5. Drills -continued

marching drill - continued

Count (l)
cadence (r)
count (l)
cadence (r)
count (l)
cadence (r)
march (l)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l), step (r), step (l), step (r)
four (l), step (r), step (l), step (r)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l), step (r), step (l), step (r)
four (l), step (r), step (l), step (r)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l), step (r), step (l), step (r)
four (l), step (r), step (l), step (r)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l) step (r), step (l), step (r)
four (l), step (r), step (l), step (r)

C. Singing Games

1. Paw Paw Patch

record: Burns Folk Dance Album E
skills: bending, skipping
words -

Verse 1.

Where, oh where is sweet little Nellie?
Where, oh where is sweet little Nellie?
Where, oh where is sweet little Nellie?
Way down yonder in the paw paw patch.

Chorus

Pickin' up paw paws, puttin' them in a basket,
Pickin' up paw paws, puttin' them in a basket,
Pickin' up paw paws, puttin' them in a basket,
Way down yonder in the paw paw patch.

Verse 2

Come on, boys, and let's go find her,
Come on, boys and let's go find her,
Come on, boys, and let's go find her,
Way down yonder in the paw paw patch.

formation: double line, with partners side by side, girl on right side of boy

procedure:

Verse 1 - girl at head of line turns to right, skips down behind the line of girls and up around the line of boys until she is back in her original position

C. Singing Games

1. Paw Paw Patch - continued

Chorus - Couples join hands and skip down center of line, led by first couple stooping down as if picking up paw paws from the ground as they skip; return to original place

Verse 2 - first girl skips as she did during Verse 1, with entire line of boys following her

Chorus - couples skip down center of line; at end of line first couple raises arms for other couples to pass under, and stays at foot of line until second couple comes down line and becomes head couple

repeat dance until all couples have been in the lead

2. Hansel and Gretel

record: Burns Folk Dance Album E
skills: running, skipping
words -

Verse 1.

Partner, come and dance with me,
Both your hands now give to me,
Right foot first, left foot then,
Round and round and back again.

Chorus

Tra la la la la la la
Tra la la la la la la
Tra la la la la la la
Tra la la la la la la

Verse 2

With your feet go tap, tap, tap,
With your hands go clap, clap, clap,
Right foot first, left foot then,
Round and round and back again.

Verse 3

With your head go nip, nip, nip,
With your fingers snip, snip, snip,
Right foot first, left foot then,
Round and round and back again.

C. Singing Games - continued

2. Hansel and Gretel - continued

formation: partners facing in double circle

procedure:

Verse 1 - boys bow, girls curtsy, partners join both hands; put right heels forward, reverse and put left heels forward; drop hands and turn in place with little running steps

Chorus - partners join hands and skip forward, repeating action after each verse

Verse 2 - fit actions to words of song, tapping feet alternately right, left, right and clapping hands when directed to do so; place right foot forward, then left foot forward; starting on left foot, turn counterclockwise, using four skipping steps

Verse 3 - fit actions to words of song, nodding heads, snapping fingers; finish as in Verse 2

3. Looby Loo

record: Victor Record No. 20214

skills: running, walking, skipping, sliding

words -

Chorus

Here we go Looby Loo,
Here we go Looby Light,
Here we go Looby Loo,
All on a Saturday night.

Verse 1

I put my right hand in,
I put my right hand out,
I give my right hand a shake, shake, shake
And turn myself about.

4. Mulberry Bush

record: Victor No. 20806

skills: mimetics

words -

Verse 1

This is the way we wash our clothes,
wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early Monday morning.

Verse 2

This is the way we iron our clothes, etc.
So early Tuesday morning.

Verse 3

This is the way we scrub the floor, etc.
So early Wednesday morning.

Verse 4

This is the way we mend our clothes, etc.
So early Thursday morning.

C. Singing Games - continued
4. Mulberry Bush - continued

Verse 5
This is the way we sweep the house, etc.
So early Friday morning.

Verse 6
This is the way we play when our work is done,etc.
So early Saturday morning

procedure: students make up movements to suit words of each verse, such as scrubbing the clothes, ironing, etc.

5. Oats, Peas, Beans
record: Victor No. 20214
words: -

Verse 1
Oats, peas, beans, and barley grow,
Oats, peas, beans, and barley grow,
Can you or I or anyone know,
How oats, peas, beans, and barley grow?

Verse 2
Thus the farmer sows his seed,
Thus he stands and takes his ease,
He stamps his foot and claps his hands
And turns around to view the land.

Verse 3
Waiting for a partner,
Waiting for a partner,
Open the rink and choose one in
While we gaily dance and sing.

Verse 4
Now you're married, you must obey,
You must be true to all you say,
You must be kind, you must be good,
And keep your wife in kindling wood

formation: single circle; one student is the farmer and stands in center
procedure:
- Verse 1 - circle moves to left; farmer sows seed in center, folds arms, stamps foot, claps hands, view his land
- Verse 2 - circle follows action of farmer
- Verse 3 - circle moves to left; farmer chooses a partner
- Verse 4 - circle skips either right or left; farmer and wife skip in opposite direction to that taken by circle

D. Folk Dances

The social dances of all countries are folk dances. Each country has developed its own characteristic dance steps, whose patterns are sometimes similar to those in some games. Through these dances, children learn rhythms and characteristics of the countries. There follows a series of folk dances from several countries.

1. Chimes of Dunkirk (Belgium) for 5 to 8 years old
   records: Victor 45-6176 or Folk Dances, Album I
   formation: double circle, girls facing inside, boys facing out
   procedure:
   - Measure 1 - all stamp alternate feet, three times
   - Measure 2 - all clap hands three times
   - Measure 3 and 4 - join both hands with partner; partners skip around each other once
   - Measures 5 through 8 - repeat 1 through 4
   - Measures 9 through 12 - partners face to right of circle, join hands, and skip around circle to the end of the phrase
   - Measures 13 through 16 - repeat measures 1 through 4

2. Cshebogar (Hungary) for 10 to 13 years old
   records: Victor 45-6182 or Folk Dances, Series II
   formation: single circle, hands joined, all facing center, with girls on the right of their partners
   procedure:
   - Measure 1 and 2 - all slide to the right seven times
   - Measure 3 and 4 - all slide to the left seven times
   - Measure 5 and 6 - all walk three steps toward the center, swinging joined hands high; all walk three steps backward to place in circle, swinging hands down and back; drop hands
   - Measure 7 and 8 - all turn
   - Measures 9 through 12 - take three slow draw-steps (step-together) sideward toward center, then stamp foot closest to center, arms swinging forcefully toward center; repeat draw-steps back to circle, stamping outside foot and swinging arms forcefully away from circle
   - Measures 13 and 14 - partners take one draw-step toward center and stamp; one draw-step back and stamp
   - Measures 15 and 16 - partners hook right elbows, take six skips around one another, jump into the air, stretch left arms high, and shout "Yi!"

3. Bingo (American) for 6 to 9 year olds
   record: RCA 45-6172
   words -

   Verse 1

   There was a farmer had a dog
   And Bingo was his name, Sir.
   The farmer's dog's at our back door
   And begging for a bone, Sir.

D. Folk Dances - continued

3. Bingo (American) - continued

Verse 2

B and an I and an I and an N
N and a G and G with an O
B--I--N--GO--GO
Bingo was his name, Sir.

formation: double circle, partners facing counterclockwise, girls on outside

procedure:

Measures 1 and 2 - all walk forward in circle; on word "sir," boys turn and face clockwise

Measures 3 through 8 - boys skip clockwise; girls skip counterclockwise; on word "sir," each boy take the girl nearest him for his partner, ready to repeat dance

4. Pattycake Polka (American) for 7 to 10 years old

records: Square Dance Associates Album 6; Folkcraft 1260

formation: double circle; boys inside facing out, girls outside facing in

procedure:

Measures 1 through 4 - boys, starting with left foot, heel-toe-heel-toe-slide-slide-slide, counterclockwise; girls, starting with right foot, same step, clockwise

Measures 5 through 8 - repeat measures 1 through 4 but in opposite direction

Measure 9 - clap partner's right hand three times

Measure 10 - clap partner's left hand three times

Measure 11 - clap both of partner's hands three times

Measure 12 - clap own thigh three times

Measures 13 through 16 - partners hook right elbows and walk around each other in six steps; boys move two steps left to new partner.

5. Tinikling (Philippine) for 10 to 13 years old

Tinikling is a Philippine folk dance which represents movements of a long-legged and long-necked Tinikling bird. The bird prances around two children, who sit on the floor manipulating two long bamboo poles in an attempt to trap the bird's legs.

skills: leaping, jumping

equipment: two poles, approximately 9 feet long and 1¼ inches thick; two blocks of wood 30 inches long by two inches thick and marked in red about two inches from the ends

procedure: two students hold poles, balanced on the blocks, about two feet apart; in rhythm to a cadence, students strike poles together and pull them away as other children, standing parallel to the poles, jump sidewards into space between the blocks, first on right foot, then on left foot

E. Square Dances

In introducing this phase of physical education, the role of the square dance as part of the American heritage should be emphasized.

DANCE TERMS

Honor your partner -- boys bow, girls curtsy

Honor your corner -- turn back to partner; boys bow to person opposite, girls curtsy to person opposite

Balance -- step on right foot while swinging left foot in front or across right foot; reverse

Swing -

  Elbow swing -- hook left elbows and swing around once; reverse

  Busy swing -- outer side of partners' right feet side by side; right feet, staying on floor, then act as pivots and left feet, placed slightly behind and close to right feet, are used with pushing motion to move clockwise

Circle -- join hands and move left or right

Forward and back -- walk three steps; girls curtsy, boys bow; move back three steps

Do-si-do -- partners back to back; each walks forward and around other partner, passing right shoulders, to original position

Promenade -- boys on left side, partners hold left hands in front, right hands in back, and walk forward

Allemande left -- giving left hands, opposites walk around each other and back to place

Allemande right -- giving right hands, opposites walk around each other and back to place

Grand right and left -- face partner; grasping right hands, move past each other by right sides; grasping left hand of next person, move past him by left side; continue right and left until original partners once again face each other

Ladies' chain -- ladies from opposite sides meet in middle, clasp right hands, past on right sides, and give left hands to opposite men; men put right arms around ladies' waists; turn ladies around counterclockwise to face other side; ladies return to original partners in same manner

1. Honolulu Baby

   record: Honor Your Partner, Album I

   skill: walking, swinging, pivoting

   formation: squared set of four couples

   procedure -

   a. first gent moves to second couple; all joint hands and circle once to left
   b. first gent swings second lady
   c. first gent returns to partner and swings partner
   d. first gent repeats steps 1 through 3 with third couple
   e. first gent repeats steps 1 through 3 with fourth couple
   f. all promenade with partners once around the square
   g. square set, with second gent moving through steps 1 through 5

E. Square Dances - continued

2. Head Ladies Cross Over
   record: Honor Your Partner, Album 1
   skills: walking, turning, swinging, pushing
   formation: squared set of four couples
   procedure -
   a. first and third girl walk to opposite side of set and stand with opposite boy
   b. second and fourth girls walk to opposite side of set and stand with opposite boy
   c. all walk three steps to center and back; honor new partner
   d. face your corner; boys swing new partners
   e. promenade new partners; repeat steps 1 through 5 until each partner again faces his original partner

3. Yankee Doodle
   record: Honor Your Partner, Album 2
   skills: walking, swinging, pivoting
   formation: squared set of four couples
   procedure -
   a. first couple walks to couple 2, to the right; all join hands in center, circle seven steps to left; reverse hands, circle seven steps to right, and stop
   b. gents from couples 1 and 2 swing one another's partners; then swing own partners
   c. couple 1 moves on to couple 3; repeats steps 1 and 2; goes through same steps with couple 4
   d. all swing own partners; promenade around set to original positions
   e. all face partners; move around set in direction each is facing in grand right and left until back in original place
   f. promenade around and back to original position

4. Duck for the Oyster
   record: Honor Your Partner, Album 2
   skills: walking
   formation: squared set of four couples
   procedure -
   a. first couple moves to couple 2, all join hands and circle halfway around to the left.
   b. first couple walks under raised arms of couple 2 and back out
   c. couple 2 walk under raised arms of first couple and back out
   d. first couple goes under raised arms of second couple again releasing hands of second couple and moving on to couple 3
   e. repeat with couple 3
   f. repeat with couple 4

E. Square Dances - continued

5. Texas Star

record: Honor Your Partner, Album 3

skills: swinging, walking

formation: squared set of four couples

procedure -

a. girls take three steps to center, curtsy, and back to place
b. boys move to center, join right hands, walk clockwise seven steps and stop; reverse hands and move back counterclockwise, to next girl past partner; keeping left hands joined in center, place right arm around girl's waist, continue walking counterclockwise seven steps and stop
c. with right arms still around girls' waists, boys stop

F. Story Plays

Story plays are particularly important for the primary child. They encourage children's self-expression and provide opportunities to be imaginative and imitative. There follows a series of possible story plays, some of them to be acted around specific themes.

1. A trip to the Moon

a. skip to the airport
b. get into a space suit
c. take off in the rocketship; feel the pressure
d. reach the moon; climb out of the ship
e. bounce along the moon because there is less gravity
f. see mechanical men on the moon
g. return to the earth
h. skip home

2. Hallowe'en

a. run to the field where the pumpkins grow
b. climb to the top of the fence and jump down
c. bend over and hunt for a pumpkin to be used for a jack-o-lantern
d. stoop down, cut it from the vine, lift it, and carry it to the fence
e. a few children can climb over the fence, then the others hand all the pumpkins to them; they must set each pumpkin down carefully so as not to damage it
f. the rest of the children climb over the fence
g. each child stoops down and lifts his pumpkin and then carries it back to the school room
h. each child makes a jack-o-lantern and then shows it to the class

3. Going to the Circus

The circus has come to town. The children show excitement as they go to the circus (running, skipping, and frolicking). They arrive and look up and all around the big circus arena. They look for their seats in the grandstand, climb the steps, and sit down. They go down the grandstand ramp to get popcorn, go back to their seats, and the show begins. The children show they are enjoying the entertainment. Before leaving the circus, the children visit all the sideshows. Finally they are exhausted and show it as they start for home.

4. The Giant

Once upon a time a giant came wandering out of the woods. It was late at night, when the world was silentand still. The giant went looking for a stool to sit on. He climbed up a steep, rugged hill. All of a sudden the children were heard shouting, "Giant, giant! We"re under you!" The children tried to push the giant away. The children were heard to say, "Move, or this is the end of us," but then the giant answered,"Thank you, I like it here," and he stood firm with his arms folded.

5. Dance-A-Story

These are a series of eight dance-a-story records put out by RCA Victor. One side of each record tells a story for the children to act out, the other side provides music for more creative acting. A book which tells the story comes with each record. Titles include Noah's Ark, Balloons, and The Little Duck, among others. This series is excellent for coordination of language arts and physical education.

V. MOTOR PERCEPTION

Most activities included in perceptual motor training programs are also found in most elementary physical education and all children benefit from general perceptual motor activities, such as balancing and self-testing activities, rhythmics, object manipulation, games, and relays. Perceptual motor programs, however, sometimes make an even greater contribution to children with learning disabilities and under-achievers in reading. For these children, activities for balance, body awareness, eye-foot coordination, eye-hand coordination, and unilateral, bilateral, and cross-lateral movements need special emphasis.

A. Activities for Balance

1. Balance boards (boards with various bases are used to increase or decrease difficulty.) Child stands on board with feet separated and tries to keep balance

2. balance beam
   a. child walks forward slowly on the beam, arms extended sidewise
   b. child walks forward, does two half-squats, and continues along beam

3. bounce board

   child hops along board and in the middle bounces in a circle, to the right, with right arm extended to the side

B. Activities for Bilateral, Unilateral, and Crosslateral Movements

1. Angels in the Snow (Child lies on his back with hands at sides and feet together. At commands, "right arm, left leg, move (pause) back," for instance, moves arm and leg out across the floor and back again, continuing the movement with alternated words "out" and "back," repeating each movement six to ten times.

    a. bilateral
    move both arms, both legs, and then both arms and both legs at the same time
    b. unilateral
    right arm, right leg, right arm and leg together; left arm, left leg, left arm and leg together
    c. cross lateral
    right arm and left leg; left arm and right leg

2. Chalkboard activities (Child takes piece of chalk in each hand. At arms length from board and holding arms in "guns drawn" fashion, child walks slowly forward until chalk touches board. He then leans forward until his nose touches the board, leaving a mark. The mark is X'ed with the chalk and indicates eye level for such activities as those following.)

    a. bilateral circles - child makes large circles on both sides of the X, starting at top of X and moving out, down, and around
    b. watching the X constantly, child makes horizontal lines on both sides of X, placing chalk at X and drawing straight lines outward

C. Activities for Body Awareness (identification of body parts: shoulders, hips, head, ankles, ears, feet, eyes, elbows, mouth)

1. Simon Says
directions for each movement include a body part; i.e., "Simon says put your hands on your ear"

2. Use more specific directions; i.e., "Simon says put your left hand on your right knee"

3. Ask for movement in a given direction; i.e., "Simon says move your body with a skip to the right"

suggested record -
Perceptual Motor Activities, Bryan Crathy - Education Activities Records

D. Activities for Eye-Hand Coordination

1. Ping Pong Flick
In a circle formation, children aged 5-8 lie on stomachs, facing center with chests raised and supporting themselves by one hand. With other hand, they free flick a ping pong ball across the circle, back and forth. This activity, along with activity for developing eye-hand coordination, will aid in finger manipulation and small muscle development.

2. Beanbag Toss
Beanbags are tossed at tires. Tires are set against wall at diagonal and beanbags thrown from different distances. Barrels with cut out faces can also be used as targets for beanbags. (Note section in improvised equipment)

3. Jug-go
The Jug-go is a plastic bleach bottle with the bottom removed and a rubber ball on a string attached to it.
-child holds the Jug-go by the handle with the open end up; using right hand, child swings the ball up and catches it in the Jug-go
-holding the Jug-go with both hands, child swings the ball up and catches it

E. Activities for Eye-Foot Coordination

1. Folk Dance Steps
Following folk dance steps is an excellent way to develop eye-foot coordination; such steps include the Step-Hop, Schottish, Tinikling, and Bleking; stress eye-foot coordination. For example -
Bleking (2/4 time; count is one and two and three and four, etc.)
Count 1: hop on right foot and at the same time, with left leg in extended position, place left heel on floor, toes up

2. Stepping Stones
Alternate red and green pieces of plastic tape are placed in a horseshoe design to represent footprints of the children. These tape marks are the stones, the red "stone" representing the left foot and the green "stone" representing the right foot. The child
walks the "stone" arrangement, placing his left foot on the red stone and his right foot on the green (he is instructed to place his toe on the stone first, then slap the heel down);
walks the stones in the same manner but this time says "left" before he places his left foot and "right" before he places his right foot

MATERIALS

Bank, Elaine. *Organizing to Learn*. (Motor Perception) Pasco, Wash: Pasco Program of Organized Motor Learning, Pasco School District #1, 1959.

Dauer, Victor P. *Dynamic Physical Education for Elementary School Children.* Minneapolis, Minn.: Burgess Publishing Co., 1968.

VI. OBJECT MANIPULATION

All children enjoy using bean bags, balls, wands, hoops, tires, quoits, Luni sticks, and kick-a-loop. In the beginning, they want to get the feel of these objects and find out what can be done with them. Later, proficiency in handling the objects develops and at that time the children should be given opportunities to make up games or activities on their own. Occasionally, activities should be introduced by the teacher with stress on object manipulation.

A. Bean Bags

Success in catching and throwing bean bags usually comes more quickly than with the elusive ball.

1. Some beginning bean bag skills:
    a. keep the eys on the bean bag
    b. hold it, feel it, squeeze it
    c. pass it around the body
    d. pass it through the legs
    e. hold it out in front of the eyes, look at it and drop it to the ground, watching it fall. Pick it up and repeat.
    f. toss it up, let it hit the floor. Watch it go up and come down.
    g. toss and catch the bean bag
2. Activities using head:
    a. walk with it on your head
    b. run with it on your head
    c. toss it off into the hands
    d. toss it far forward into the hands
    e. springing from the feet, toss it forward
    f. toss it backward and sideways
    g. lie down with it on your head and stand again
3. Activities using your legs:
    a. place it on your instep and walk
    b. swing leg forward and backward with it on instep
    c. circle leg with it on your foot
    d. swing your leg to toss it away from body, swing for distance
    e. swing it up and catch it
    f. place it between feet and spring
    g. same as #6, except: release and catch it, toss it away, toss it into a hoop, waste basket or box, toss it to a partner

VI. OBJECT MANIPULATION - continued

B. Balloons

Before introducing balls, try experimenting with balloons. Eye-hand coordination is specifically stressed.

1. Dialogue of teacher (with balloon in hand):
   "Reach as high as you can
   Go as low as possible
   Push the balloon up and let go.
   Catch the balloon as it falls.
   Now, try it again-push the balloon up and let it go, etc...."

2. Eight-year-olds and up - use balloon/volleyball game (indoors or out).

C. Balls

Balls of different sizes and kinds should be available for experimentation and practice.

1. Bouncing Ball Rhyme:
   "I'm bouncing, I'm bouncing
   See me bounce the ball.
   I'm bouncing, I'm bouncing
   It's not hard at all." (Romer Room - Miss Jones/ Spring 1960)

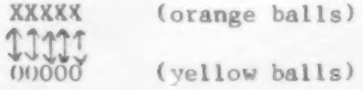
2. Simple games with individual balls:

"Plain-sies	-bounce once
Clap-sies	-bounce once and clap once
Roll the ball to the back-sies	-pass the ball from one hand to the other around the back
My right hand	-hold in right hand
My left hand	-hold in left hand
Touch my knee	-touch knee with ball
Touch my toe	-touch toe with ball
Touch my heel	-touch heel with ball
And under we go."	-pass the ball under the leg

3. Eight-year-olds and up:

   a. circle formation: face counterclockwise
      8 steps forward - pass balls overhead to person in back of you on the count of 8.
      repeat total of four times, each time passing ball backwards on the count of 8.
      stop - face clockwise - repeat above pattern.

   b. line formation:



Bounce individually three times and on count 4 throw or bounce ball to partner.
All children with orange balls - throw to partner
All children with yellow balls - bounce to partner

D. Wands

Activities sometimes known as "Stick Tricks":
Wand or baton - manipulation intrigues children and can be used successfully in the physical education curriculum. It is recommended that the wands be about three feet in length.

1. Individual Activities:

   a. balance on tip of index finger. Hold 5 seconds. Try the other hand. Don'd move feet.
   b. transfer wand from one finger to the next.
   c. balance on palm of left hand for 10 seconds - change hands
   d. put wand in palm of left hand, balance, hop to other hand
   e. skin the cat:
      Hold wand on ends. Bring right leg around arm through hole: Place foot on floor. Left hand around behind you; step through.
   f. start with stick behind you and bring it in front of you.
   g. hold wand in front of you. Jump through - use mats.

2. Partners:

   a. tip of wand must stay on specified spot on floor during entire feat, free hand behind back. Object: try to touch partner's toes with your foot. Also try it with right foot behind left knee.
   b. one child lies on floor, the other stands, straddling partner on floor at chest. Child standing takes wand with undergrip. Child on floor uses over-grip on same wand. Child on floor offers no resistance. (1) curl, lift child off of floor, (2) child on floor pulls up from heels.

E. Hoops

Hula-Hoop

1. Some Beginning Activities:

   a. Bowl (roll) the hoop while running freely
   b. Spin the hoop like a top and run around it. How many times can you run around it before it falls?
   c. Use hoop as you do a jump rope. Skip in place, turning hoop forward; backward

E. Hoops

2. Regular Spinning

   a. with hoop right against back, start hoop circling with a fast forward thrust of right hand
   b. rotate body in circular motion against hoop. Do not twist body. Hoop can be kept in constant motion by sideways motion of body, forward and back ward motion of body, or circular motion of body.

3. Suggested Activities:

   a. Hoop 'N Run
   2 players stand at starting line, on word "go" start hoop spinning, while walking toward a point, circle point, first one back wins. Hoop must stay rotating at all times.

   b. War - 2 people twirling hoops top speed, try to knock down each others hoop without stopping their own hoop's spinning motion.

F. Tires

Discarded automobile tires can serve as useful pieces of physical education equipment. Choose the light weight tires that will maintain their balance when rolled. Tires can be used as targets for throwing at or through. They are also used in individual and group activities such as rolling the tire, climbing through it, etc.

1. Line up 6 to 8 tires in a row to resemble a tunnel. Select children to hold tires while remainder of class climbs through.

2. Selected children can roll tires toward other children who in turn play leap frog.

3. Organize a game of Human Croquet in which 9 tires represent the wickets on a croquet court. 9 children hold tires upright. Remaining children are divided into 2 teams, each of which is placed on its own end of court. On signal, a child from each team commences to crawl and run through entire circuit. When he returns to home position, the next member of this team undertakes the same route. First team to complete this pattern is the winning team.

G. Quoits - or Deck Tennis Rings

1. Quoits can be tossed, thrown in the air or rolled; used individually, with partners, or in groups.

2. The formal games involving quoits can be played according to tennis or volleyball rules. Only one hand may be used in catching the quoit but it may be caught between the hand and the body. The ring must be held at wrist level or below, never being tossed over the wrist.

H. Lumi Sticks

Lumi sticks are approximately 12 inches in length. Each child has two sticks. They should be used first individually, advancing to two partners facing each other about two feet apart and finally advancing to sets of 3 or 4. To develop a sense of rhythm, follow a basic beat of a 4/4 time (use a record such as "Glow Worm"). Begin with a limited amount of actual exchange of sticks. Counts 1 - 3 may be beats on the floor or in the air or a combination of the two.

1. Individual Activities

   a. one two three hit sticks together
   b. one two three exchange hands
   c. one two three right hand flip
   d. one two three left hand flip
   e. one two three double flip
   f. one two three ends together
   g. one two three wrist cross

2. Dual Activities:

   a. one two three right hand switch
   b. one two three left hand switch
   c. one two three right hands together
   d. one two three left hands together
   e. one two three both hands together
   f. one two three square.

I. Kick - a - loop

1. Individual Activities
   Kick - a - loop is a manufactured plastic ball with a string leading to a ring at the other end. The ring is placed around the child's ankle and as the ball is swung around the ankle the child hops over the ball. The swing is a result of the circular movement of the foot. This activity contributes to the development of eye-foot coordination.

2. Team Relay
   When the children become proficient enough in the use of the kick-a-loop, team relays racing around an obstacle can be set up.

Note: Look at Improvised Equipment for the making of homemade kick - a - loops.

VII. INFORMAL GAMES

Most of the active informal games are part of two general categories: running, chasing, fleeing games and ball-skill games.

Chasing and fleeing games are popular with all age groups. Younger children enjoy the individual vigorous running of the games while older children like the competition and excitement of the games. Formations for these games begin with a circle, then change to a single-line boundary, double-line boundaries, or goals, and area boundaries.

Ball-skill games provide children of all ages opportunities for object manipulation of the ball with hands and feet in a simple game situation. Many of the informal ball-skills games are lead-ups to team games and sports.

Also included under informal game activities are blacktop activities such as hop scotch and shuffleboard, and individual and dual activities, such as: bowling, scoopball, roller skating, scooters, and rope activities. Parachute activities are also a part of informal games and are important activities for developing arm strength with novelty and enjoyment for the children.

A. Tagging, Chasing, and Fleeing

1. Brownies and Fairies (5-7 year-olds)
   Supplies: 4 traffic cones
   Participants: 20-40
   Area: Playground or large room
   Formation: Rectangle with goal lines marked by 4 cones as corner boundaries. Two groups divided on end lines of rectangle.
   Skills: Running, evading, chasing, tagging
   Procedure: The players are in two groups: one group is Brownies; the other, Fairies. The Brownie team is on its goal line with players' backs turned toward Fairy group. A silent signal is given by the teacher to the Fairy group, which quietly approaches Brownies. When Fairies are 10' to 15' from Brownies, the teacher says, "The Fairies are coming " Brownies immediately turn and try to catch the Fairies before they reach their own goal line. If a Fairy is tagged, he becomes a Brownie. Game can be reversed by Fairies chasing Brownies.

2. Capture the Flag (11-13 year-olds)
   Supplies: 2 flags (beanbags, rags, erasers)
   Participants: Class
   Area: Blacktop or large room
   Formation: Two teams on each half of large rectangular area with a center dividing line
   Skills: Chasing, fleeing, running, tagging
   Procedure: Divide players into two teams. Each team has its own court with its own flag on the back line. Each team tries to capture the opponents' flag while it defends its own. If a player manages to get the flag, and carry it safely into his own court without being tagged, his team wins the game. If a player is tagged while in enemy territory, he must go to the enemy prison.

2. Capture the Flag - continued

Procedure: - continued. A teammate may free him by going into the prison, taking his hand, and running back into his own territory. Only one prisoner may be freed at a time. Rescuer may not take flag.

Variations: Teams may be given more than one flag.

3. Man from Mars (6-10 year-olds)

Supplies: None

Participants: Class

Area: Playground

Formation: One is It and stands in middle of square. Other players are at one end of line.

Skills: Running, chasing, fleeing, tagging

Procedure: Players call to It, "Man from Mars, may we chase you to the stars?" It responds, "Yes, if you have on blue," (or any color he chooses to name). All children wearing that color chase It around play area. Child who tags him is the new It, and game starts again.

4. Midnight (7-10 year-olds)

Supplies: None

Participants: Class

Area: Area marked off with 2 circles. One designated fox den, one chicken coop. Circles should be 25' apart.

Formation: Fox is in den, chickens are in coop.

Skills: Chasing, fleeing, tagging

Procedure: One child is Mr. Fox, the rest are chickens. Chickens come out of their coop to Fox Den and say, "What time is it, Mr. Fox?" Fox responds by saying any time he wishes (10 o'clock, etc.) When Fox says "Midnight," he chases chickens, and they run to the coop. The chickens who are caught before they reach the coop must go into the fox den. They become foxes also, and help catch other chickens. The original fox is the only one to say what time it is. After all chickens are caught, a new fox is chosen.

5. Streets and Alleys (7-10 year-olds)

Supplies: None

Participants: Class

Area: Blacktop, classroom

Formation: Class divided into at least 3 equal lines approximately 3' apart. Players in each line hold hands, arm's distance apart, and stand directly behind players in front. This forms streets. Alleys are formed when players drop hands and make a quarter turn to right, rejoining hands with new players beside them. Streets are long; alleys are short.

5. Streets and Alleys - continued

Skills: chasing, fleeting, tagging

Procedure: teacher chooses two runners. One is designated "It". The other tries to stay away from "It". Teacher commands the class to move by saying "Streets" or "Alleys." Class moves accordingly. "It" gives the other runner 5 seconds to find a position in the grid. Then he tries to catch him. At the same time the class listens for the commands, "Streets" or "Alleys." This thwarts or helps "It." Both runners may not run contrary to the command. They may not run through or under the outstretched arms of the class but must run up or down the streets or side to side in the alleys.

B. Dodging and Evading

1. Club Snatch (9-13 year-olds)

Supplies: One Indian club for each group

Participants: 20 per group

Area: Classroom or blacktop

Formation: Players, divided into two equal teams with each player numbered, form two lines 15' apart. Indian club or facsimile is placed in center between the lines.

Skills: Dodging, evading, running

Procedure: The leader calls a number and the member of each team with the number called runs out and tries to get the club. The player that gets the club and crosses his own goal line without getting tagged by the chaser wins a point for his team. If player touches club but does not grab it, he may be tagged. Should the club be dropped, a point is awarded to opposing team. More than one number may be called at a time.

2. Hens and Chickens (7-9 year-olds)

Supplies: 8' playground ball

Participants: 10-15 per group

Area: Blacktop or large room

Formation: Players divide into two groups with one group inside a circle and the other players standing around the outside.

Skills: Twisting, running, evading, stopping

Procedure: Players inside the circle are chickens and the leader is Mother Hen. The chickens form a line behind Mother Hen, holding onto the waist of the person in front. Players on outside try to hit chickens with the ball. A fair hit is below the waist with the ball thrown from outside the circle. Mother Hen can protect her chickens by catching or pushing ball away, by swinging chickens away from ball, or by putting own body in front of ball. If a chicken is hit fairly by the ball, he goes outside the circle and becomes a thrower, while the player

2. Hens and Chickens - continued

Procedure: - continued. who threw the ball becomes the new Mother Hen. If a player lets go of the waist of the player in front of him to avoid being hit by the ball, he must go into the throwing circle and Mother Hen chooses a new chicken to take his place.

3. Ins and Outs (8-10 year-olds)

Supplies:	8" Playground ball
Participants:	Class
Area:	Blacktop or large room
Formation:	Circle formation - ½ class Ins and ½ Outs
Skills:	Walking, running, evading, stopping
Procedure:	Outs stand with both feet outside of circle and try to hit Ins with ball. Ball must land below waist of person who is hit. When an In is hit, he joins the Outs and tries to hit other Ins. Winner is the In who can stay in circle longest. Game is repeated switching original Ins with original Outs.

4. Save the Sheep (7-9 year-olds)

Supplies:	None
Participants:	Class
Area:	Large room or blacktop area
Formation:	2 children are Wolves, one child is Sheep Dog, one child is Sheepherder. All other children are Sheep. One line is designated Valley; a circle approximately 20' away is designated Fold.
Skills:	Dodging, evading, running
Procedure:	Sheep are grazing in the valley until Sheepherder calls out Wolves. Sheep try to get to sheepfold without being caught by wolves. Sheepherder and Sheepdog try to protect Sheep from Wolves by placing themselves between Sheep and Wolves. Wolves try to dodge around them and tag as many Sheep as possible.

Note: Wolves, Sheepherder, and Sheepdog may not push, touch or rough each other.

5. Spud (9 - 12 year-olds)

Supplies:	8" rubber ball
Participants:	8-10 per group
Area:	Blacktop or gym
Formation:	Players stand inside circle. A player with ball stands in center.
Skills:	Dodging, evading, running

VII. INFORMAL GAMES - continued

B. Dodging and Evading - continued

5. Spud - continued

Procedure: Player with ball tosses ball straight into air and calls another player's name. That player, It, runs to catch ball as other players scatter from circle. When It catches ball, he calls, Spud. Everyone must stop exactly where he is and may not move thereafter. It takes aim and tries to hit one of the players below the waist with ball. If he hits player fairly, he takes ball back to circle, all players return, and he calls another name. If he misses player at whom he aimed, that player gets to toss ball from center and call a name. If player is hit, he has a Spud on him.

After a player gets three Spuds he is out of game and may not return until someone else has three Spuds. Only one player at a time is out of game.

C. Striking and Batting

1. Bounce Netball (8-10 year-olds)

Supplies: Volleyball net and volleyball
Participants: Class
Area: Court about 25' x 50'; net 5' from top to ground
Formation: Players divided into 2 teams on each side of net. Each team is scattered with no set position.
Skills: Striking, Batting.
Procedure: Ball is given to one player and on signal, Go, he tosses it into air and hits it with both hands over net into opponent's court. Ball must bounce once in opponent's court and then must be hit over net before it bounces again. Any number of players may hit ball any number of times. When ball bounces more than once in a court after crossing net, it is 1 point for opposing team. Team which lost point starts ball.
Fouls:
a. ball bouncing more than once in court
b. ball thrown rather than batted
c. ball caught and held
d. ball hit with fist
e. out-of-bounds ball

2. Hot Ball (6-8 year-olds)

Supplies: 8" rubber ball
Participants: 8-12 per group
Area: Circle, 15' in diameter, marked on blacktop or floor
Formation: Players form circle outside of permanent circle equi-distant apart.
Skills: Striking, Kicking, eye-foot coordination
Procedure: One player has ball on ground in front of him with his foot on it. Suddenly he says, "My ball is hot"

VII. INFORMAL GAMES - continued

C. Striking and Batting - continued

2. Hot Ball - continued.

Procedure: and kicks it into circle. Since ball is hot it must be kicked quickly by players or it will burn them. Players continue to kick ball until it goes outside of circle or is lost in some way. Then another player takes ball and "heats it up" again.

Players should use soccer pass with inside of foot. Kicks should be low and gentle. Game may be played by eliminating those who let the ball through giving each player a greater area of responsibility.

3. Keep It Up (9-13 year-olds)

Supplies: 1 volleyball per team
Participants: Class
Area: Blacktop or room with high ceiling
Formation: Teams of 5 or 6 players
Skills: Striking, Volleying, Eye-hand coordination
Procedure: Each group has a volleyball. On signal, "Go", team member tosses ball into air. Players keep striking it up into the air, using both hands. Team which keeps ball in air longest wins 1 point. Team which totals most points at end of playing time is winner.
Note: Game may be adapted to lower grades by using balloons or permitting a bounce between each hit.

4. O'Leary (6-8 year-olds)

Supplies: 1 rubber playground ball per player, not smaller than 4" nor larger than 10" in diameter
Participants: individual or small groups
Area: Blacktop or tile floor
Formation: Scatter children so that each has bouncing space. Bouncers may also be in two lines facing one another.
Skills: Eye-hand coordination
Chant:

One and two and three O'Leary,
Four and five and six O'Leary,
Seven and eight and nine O'Leary,
Ten O'Leary Postman.

Procedure: Player bounces ball on each underlined word, chanting the verse as he does. On the word "postman" he gives one hard bounce and catches ball.

Variations:
- a. make circle with arms on "O'Leary" and let ball drop through circle from above
- b. bounce, then swing right (or left) leg over ball on "O'Leary."
- c. bounce, then turn all the way around on "O'Leary."
- d. let player make up a stunt.

VII. INFORMAL GAMES - continued

C. Striking and Batting - continued

5. Three Flies (10-13 year-olds)

Supplies: Tall traffic cone or batting tee, softball bat
Participants: 5 to 20 per group
Area: Grass field or large playground
Formation: One batter stands by ball on tee in batting stance. Catchers are scattered out at least 10 yards from batter.
Skills: Batting, Striking, Eye-hand coordination.
Procedure: Batter strikes ball. Catchers must catch ball before it hits the ground. The player who catches three fly balls (not necessarily consecutively) takes the batter's place.

D. Blacktop Activities

1. Four Squares (8-10 year-olds)

Supplies: 8" playground ball
Participants: Groups of 5 or 6
Area: One 10' x 10' square divided into four 5' x 5' squares
Formation: One player in each square with others in his group waiting off court
Skills: Agility, ball manipulation, eye-hand coordination
Procedure: Player starts game by bouncing ball to any other player in any other court. Ball must land in that square, bounce once and be bounced into another court by that player using the palm of his hand. Ball must bounce once in a square before it is returned. It may not be held or caught. Play continues until a player fouls. That player leaves the game and a waiting player takes his place.

2. Hop Scotch (8-13 year-olds)

Supplies: Beanbag, eraser
Participants: 5 to a court
Area: Blacktop court (may be played in classroom)
Formation: One player hops at a time.
Skills: Agility, balance, coordination
Procedure: In turn, each child throws the beanbag into the first space, hops over the first space on one foot, lands into spaces 2 and 3 with both feet simultaneously, hops into space 4 on same hopping foot, then into spaces 5 and 6 with both feet. This procedure is continued through 10 and back to 2 and 3, where he picks up the beanbag, hops into space 1 and out. He then throws beanbag into space 2 and follows same procedure. Child continues playing until he fouls.

VII. INFORMAL GAMES - continued
D. Blacktop Activities - continued
2. Hop Scotch - continued

Fouls:
a. stepping on a line
b. throwing beanbag into wrong space
c. changing feet
d. hopping more than once in any one space
e. touching the other foot or hand to ground, except when game calls for it.

3. Line Tag (6-9 year-olds)
Supplies: none
Participants: 10 per group
Area: Blacktop or gymnasium with apinted volleyball court
Formation: One person is It; rest scatter on painted volleyball court lines.
Skills: Dodging, running, evading, tagging
Procedure: Person who is It must tag other players. It and other players may not walk on anything but the lines. They may go in either direction. If a player moves off a line while being pursued, he becomes It. If a player is tagged by It, he becomes It. Only one person may be It at a time.

4. Simple Dodgeball (8-12 year-olds)
Supplies: 8" playground ball
Participants: Class
Area: Playground or gym
Formation: Half the class stands around, but outside, painted circle; other half is inside circle.
Skills: Coordination, Dodging, Evading
Procedure: Players outside circle try to hit the center players below the waist. The center players move about trying to dodge the ball. When hit, player changes places with the one who threw the ball.

5. Shuffleboard (9-13 year-olds)
Supplies: 8 discs (4 red, 4 black), 4 cues
Participants: 2 players for singles; 4 for doubles per court
Area: Shuffleboard court
Formation: Singles - both players play from the same end of the court.
Doubles - one member of each partnership plays from each end of court.
Skills: Eye-hand coordination, distance judgment
Procedure: One player is red, the other is black. Using cues, players alternately slide their discs to opposite end of court, trying to place them in scoring areas without touching a line or to knock opponent's disc out of scoring position. When all discs are played, players walk to opposite end of court to score.
In doubles, one member of each partnership plays at one end of court. After the players at one end play and score, the players at the opposite end play.

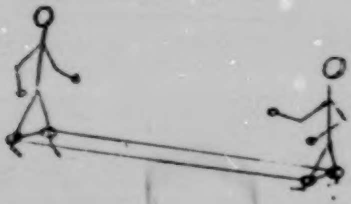
VII. INFORMAL GAMES - continued

E. Individual and Dual Activities

1. Chinese Jump Rope

Supplies: Approximately 40 weaving loops tied together with larkshead knots. Either a square knot or similar knot will make an excellent final tie. Weaving loops may be purchased in most department stores.

Procedure: Performers take their positions as shown in
figure below with rope ankle high. Persons start
outside of Chinese jump rope and with bouncing
Pt.1 steps, the right foot is touched to floor and
returns to starting position (balanced on one leg
with other leg bent). The right foot then passes
under the near rope and over the far rope, touching
toe to floor on far side of strand; then return to
outside. Repeat the above pattern five times, or
10 counts.



The performer now steps between the strands, crossing
them while doing so. The performer then rotates
one half jump turn for two rotations. He then steps
out on the far side of the strands. Better performers
Pt.2 should jump into these positions rather than break
the rhythm by stepping into them.

Performer then repeats the pattern as in part 1.,
Pt.3 using the left foot as the lead.

Performer again steps into the strand crossing
them as in pattern 2. Performer then jumps three times
Pt.4 spreading legs wide under strands. On the fourth
jump, strands are released and feel land straddling
the strands.

Loop is now raised to knee height and the entire process
Pt.5 is repeated until one performer misses, then one of
those holding the strandings changes places with the
performer and the game begins all over at ankle height
with the rope.

The possible combination of patterns is limited only by the student's creativeness and skill.

VII. INFORMAL GAMES - continued

E. Individual and Dual Activities - continued

2. Jumping Rope

Supplies: A jumping rope long enough to permit arms to be extended to the sides at shoulder height while holding an end of the rope in each hand

Participants: Individual or partners

Area: Blacktop or gym

Formation: None

Skills: Eye-hand-foot coordination, balance

Basic steps:
- a. jump with feet together, turning rope forward
- b. jump with feet together, turning rope backward
- c. alternate feet while jumping
- d. turning rope forward, step forward and hop over rope, alternating feet
- e. jump 6-8" in air and allow rope to pass under feet twice before landing
- f. while rope is above head cross arms and jump, or alternate crossing and uncrossing arms

Variations: Galloping, running, skipping, Schottische

Partners: Do basic steps while facing one another, standing side by side, or standing side by side but facing opposite direction.

Long rope: (two turners)
- a. jump with feet together
- b. run in and jump as rope is being turned toward jumper ("running in the front door").
- c. run in and jump as rope is being turned away from jumper ("running in back door").

Two ropes: Double Dutch) Each turner holds the ends of two ropes and turns them in opposite directions. One rope turns toward the jumper, the other away from him. Jumper may perform any of basic steps.

3. Modified Bowling

Supplies: 10 plastic pins for each alley, balls (3-finger hole ball preferred,) masking tape

Participants: 1 to 4 players per alley

Area: Classroom, gym, or blacktop

Formation: Primary level--a distance of 20' from foul line to head pin.
Elementary level--a distance of 30' from foul line to head pin.
Masking tape lines 42" apart designate the alley and the gutters.

Skills: Eye-foot coordination, balance

Procedure: The object is to knock down 10 pins at the end of the alley with a fairly-delivered ball. To deliver the ball, the body may be erect or slightly crouched. The bowler stands approximately 5 paces from the foul line, facing the pins. He takes four or five

Procedure: steps forward, starting on the right foot, swinging the ball downward and backward at the same time. The last step is a slight lunge. The arm swings forward; the hand releases the ball smoothly; and the arm follows through. The weight is on the left foot on release, and the toe is pointing toward the target. The ball is delivered underhand. This basic delivery results in a straight throw. Twisting the wrist upon release produces a spin which results in a curved ball or hook.

Scoring: A bowling game consists of 10 frames. In each frame a player bowls two balls, unless his first ball knocks down all the pins, which is called a strike. When no strikes are made, a bowler will roll 20 times. If all the pins are knocked down with two balls, it is called a spare. The score sheet shows a block for each frame. If fewer than 10 pins are knocked down, the score for that frame is the total number of pins knocked down. That number is recorded in the first box for the first frame and added to the cumulative score for subsequent frames.

If a player rolls a spare, diagonal (/) line is drawn through the square for that frame, indicating that the number of pins knocked over by his next roll will be added to 10 to become the total points for that frame.

If a player rolls a strike, an X is placed in that square, indicating that the number of pins knocked down on the next two balls is added to the 10 knocked down by the strike to become the total points scored in that frame.

Score is kept cumulatively frame by frame. If a player rolls a strike in his last frame, he is entitled to two more rolls. If he rolls a spare in his last frame, he gets one more roll. A perfect game, or all strikes, is 300.

Hint: Teachers should work toward developing a smooth, underhand delivery and should emphasize that extreme speed is not necessary.

VII. INFORMAL GAMES - continued

E. Individual and Dual Activities - continued

4. Roller Skating

Supplies: Plastic or nylon-wheeled, adjustable roller skates
Participants: Individual
Area: Blacktop or gym
Formation: None
Skills: Eye-foot coordination, balance
Procedures: Separate children who know how to skate from beginners. An area may be roped off for those learning. The skaters may be used to demonstrate the technique to beginners. Start beginners on a "dry run" without skates. Try to associate skating with walking. Instruct beginners to focus eyes on a stationary object, never their feet. Caution them that moving the arms too much may cause them to lose balance.
Variations: When children become reasonably proficient in skating, they may skate to music, skate relays, or play tag on skates.

5. Scoopball

Supplies: A scoop made by cutting diagonally a gallon plastic bleach bottle so that the neck can be used for a grip and the wide part as a scoop; a plastic or rubber ball to fit the scoop (scoops also may be purchased)
Participants: 4 players for 2 scoops and 1 ball
Area: Playground or gym
Formation: 2 players facing one another; 2 players keeping score
Skills: Throwing, catching, eye-hand coordination, agility
Procedure: 2 players with scoops toss ball back and forth using scoop in place of hand. Scorers keep count of number of catches. After 2 minutes, players switch with scorers.
Variations: Balls may be tossed at various targets, or a form of softball, volleyball, or basketball may be played.

F. Cageball

1. Cage Bombardment (8-12 year-olds)

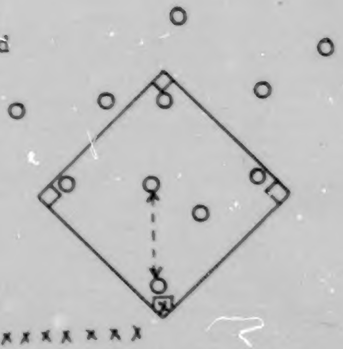
Supplies: 1 cageball, 1 bouncing ball per child
Participants: Class
Area: Gymnasium
Formation: Each person has a bouncing ball
Skills: Throwing, catching
Procedure: On signal players throw and keep throwing the bouncing balls at the cageball to try to get it across the opposite side line. The first team that does, scores 1 point.

VII. INFORMAL GAMES - continued

F. Cageball - continued

2. Cage Kickball (8 - 13 year-olds)

Supplies: 1 cageball, 3 bases
Participants: Class
Area: Gymnasium or playground
Formation:



Skills: Throwing, catching, field, and base running.

Procedure: The batter tries to score a run by kicking the cageball. The game is played similarly to softball except the cageball is rolled by the pitcher and kicked by the batter. No stealing is permitted. One point is scored each time a batter returns home safely.

Variations: With ages 11-13, the ball may be thrown at the base runners to put them out.

3. Cage Volleyball (9 - 13 year-olds)

Supplies: 18" - 24" cageball
Participants: Six, nine, or twelve on each team
Area: Volleyball court
Formation: Players positioned as in volleyball
Skills: Volleying, serving, net retrieving, setup, passing
Procedure: Cage volleyball is a variation of regular volleyball with the following exceptions:

a. in serving, toss the ball into the air, propel it with both hands
b. assistance may be given on the serve to get the ball over the net
c. any number of hits may be made in any combination or order by the players, but the ball must be clearly batted and not lofted or carried
d. scoring and rotation follow volleyball rules

4. Crab Soccer (6-13 year-olds)

Supplies: Cage, soccer, or medicine ball
Participants: Class, divided in half
Area: Gymnasium or playfield
Formation: Two teams facing each other in a crab walk position

VII. INFORMAL GAMES - continued

F. Cageball - continued

4. Crab Soccer - continued.

Skills: Strength, Endurance

Procedure: Players try to move the cageball over the opponent's end line while maintaing the crab-walk position. The hands must stay on the floor at all times. The game starts with each team lined up on its own end line and the ball in the middle of the playing area. At the sound of the whistle, both teams move toward the ball in the center and attempt to kick it over the opposing end line. The game is very similar to mass soccer except for the crab-walk position. The team kicking the ball over end line scores a point. The ball is returned to middle, and game resumes.

Variations:

a. Use soccer goals. Score 5 points for a goal and 1 point for the passing of the ball over the end line.

b. Divide the team into guards and forwards. Let the forwards roam while the guards protect the end line. Rotate after a score.

5. Modified Soccer (9 - 13 years-old)

Supplies: Cageball

Follow rules for soccer, substituting cageball for soccer ball.

G. Parachute Games (8 - 13 year-olds)

1. Cloud Tag

Supplies: One parachute per class

Participants: Class - one person "it,"one runner

Area: Tile floor

Formation: Parachute spread out on floor, edges held down by class which is sitting.

Skills: Strength, Endurance, Evading, Coordination

Procedure: One player is sent under the parachute, "it" counts five and enters to catch other player. Both players must crawl. They cannot stand up. Class outside may ruffle the parachute on the floor or hold it still. More than one person may be put under the parachute to be chased. As they are caught they come out from under the parachute.

2. Change Places (7 - 11 year-olds)

Supplies: One parachute per class

Participants: Class

Area: Blacktop (no wind), gymnasium

Formation: One seam per child, count entire class off by 5's.

Skills: Strength, Endurance, Coordination

Procedure: Children raise parachute up briskly to form an umbrella, the teacher calls a number and corresponding children run, under parachute and change places.

VII. INFORMAL GAMES - continued

G. Parachute Games - continued

3. Inside the Egg (8 - 10 year-olds)
   Supplies: One parachute per class
   Participants: Class
   Area: Blacktop (no wind), gymnasium
   Formation: One child per seam, parachute held waist high, with palms down
   Skills: Endurance, Strength, Coordination
   Procedure: Children perform mushroom stunt but after taking 4 steps forward release parachute with one hand, make ½ turn and regrasp parachute so that the end of their own seam is directly over their head. While still in small circle they pull the parachute down over their heads to the floor while squatting, thus covering the whole class.

4. Making Waves (8 - 13 year-olds)
   Supplies: One parachute per class
   Participants: Class
   Area: Blacktop (no wind) or gymnasium
   Formation: Circle formation facing parachute with each child holding a seam.
   Skills: Endurance, Strength.
   Procedure: Children stand with parachute held waist high using palms down grip. On signal they shake parachute vigorously up and down.

5. Mushroom (7 - 13 year-olds)
   Supplies: One parachute per class
   Area: Blacktop (no wind) or gymnasium.
   Formation: Circle formation facing parachute with each child holding a seam.
   Skills: Strength, Endurance
   Procedure: Pupils stand with arms straight above head, holding parachute with palms down grip. As parachute billows up high, all take four steps to center together stand for a count of two, and then four steps out.

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H. Classroom Games

Because of inclement weather and lack of adequate indoor physical education facilities, physical education classes must sometimes be held in the classroom. The physical education period can still be carried on in a vigorous and stimulating manner although specific classroom safety precautions must be heeded.

Any number of children may participate in the following activities.

1. Back to Back (6 - 8 year-olds)

   Equipment: None.

   Formation: Players are arranged in couples, back to back. One player without a partner is "It."

   Procedure: "It" starts the game by commanding, "Change Partners!" At this signal each player must seek a different partner with whom he stands back to back. "It" also tries to get a partner. The player left out becomes "It" and the next round of play begins. Play may also be initiated: elbow to elbow, toes to toes, etc.

2. Changing Seats (6 - 8 year-olds)

   Equipment: None.

   Formation: Players remain in their seats until the command is given.

   Procedure: The teacher gives anyone of the following 4 commands:
   a. Change right.
   b. Change left.
   c. Move forward.
   d. Move backward.
   When the command, "Change right" is given, the children move to seats at their right, causing the outside row to stand. The other outside row will do likewise when the command, "Change left," is given. The command, "Move forward," or "Move backward," causes the children to move to seats in front or in back of them, according to the command. The outside rows remain standing until the command is changed.

   Alternatives: Those forced to stand because of the call, "Change right," may walk rapidly to the other side of the room attempting to find a seat vacated by the moving children. The game could also be played with one extra child as "It" who tries to find a seat in all the shuffle of changing seats, thereby taking someone else's seat; the new child left out becomes the new "It."

H. Classroom Games - continued

3. Find the Leader (9 - 12 year-olds)

Equipment: Record, record player

Formation: Informal grouping

Procedure: A child designated as "It" leaves the room. While "It" is out of the room, choose a player to lead a series of exercises. The leader starts an exercise and all children follow; the leader continues to change exercises without command and all children follow the exercises engaged in by the leader without giving any direct glance at the leader. As soon as the exercises are started, "It" returns to the room and attempts to guess who is the leader of the exercises. If "It" is successful in determining the leader, they exchange places and the child who was "It" is further rewarded by having the privilege of designating another leader when the new "It" is out of the room. A limit must be placed on the number of guesses as to the identity of the leader or a time limit may be set. If "It" is unsuccessful in guessing the identity of the leader, a new "It" is chosen to leave the room and a new leader is appointed.

4. Hand Over Head Relay (6 - 8 year-olds)

Equipment: One bean bag per row of children.

Formation: Rows of children, each row having the same number of children.

Procedure: The players should all be seated. On each front desk a bean bag should be laid. At a signal, the first player in each row lifts the bean bag over his head and drops it toward the desk behind him, immediately clasping his hands on his own desk. The next player catches or picks up the bean bag from the desk and passes it backward in the same manner. It is thus passed quickly to the rear of the line. When the last child receives the bean bag, he at once runs forward to the front of the line. As soon as he reaches the front desk, the entire row of players moves backward one seat, and the player who ran forward takes the front seat, immediately passing the bag backward to the player next behind him. The play thus continues until the original occupant of the front seat has again returned to it. Immediately upon being seated, he should hold the bean bag up with outstretched arm as a signal that his row has finished.

H. Classroom Games - continued

5. Line Keep Away (9 - 12 year-olds)

Equipment: 1 ball.

Formation: Divide the class into 3 groups, or teams lining them up side by side.

Procedure: The center team tries to intercept passes made between the other teams, scoring one point each time this is done. Each team should have a chance to play in the center. Team with the highest number of points wins. The teacher should decide on the length of time each team remains in the center position.

6. Old Man Tag (6 - 8 year-olds)

Equipment: None.

Formation: Two rows of desks, children turned away from one another, leaving a free aisle between them.

Procedure: The teacher gives a signal, whereupon all of the players stand. The object of the game is for the "Old Man" to tag any player who is standing. The players may avoid being tagged by sitting down whenever the "Old Man" approaches. Should he succeed in tagging any player, that player must remain seated until the end of the game but any player who sits to escape tagging must rise again as soon as the "Old Man" has moved away from his area. The player who avoids the "Old Man" the longest is the winner.

7. Numbers Change (9 - 12 year-olds)

Equipment: None.

Formation: Players stand in a large circle and are numbered consecutively. One player takes his place in the center.

Procedure: The center player calls two numbers and the players whose numbers are called must change places while the center player tries to secure one of their places. The one who is left without a place takes the place of the center player.

Alternative: This game may also be played with the players seated in desks with "It" standing at the front of the room.

8. Rabbit Chase (6 - 8 year-olds)

Equipment: 2 bean bags of different colors.

Formation: Arrange the children in a circle.

Procedure: Give two children on directly opposite sides of the circle two bean bags of different colors -- one of which is called the "hound" and the other the "rabbit." At a signal, the two bags are passed to the right around the circle, each player catching and passing each bean bag. The passing continues until one bag catches up to the other. If the "hound"catches the "rabbit," the "hound" wins; if the "rabbit" catches the "hound," the "rabbit" is free. Children enjoy taking sides, attempting to guess which will be the winner.

H. Classroom Games - continued

9. Slap Catch (9 - 12 year-olds)

Equipment: None.

Formation: The players stand in a circle, with one in the center. Those in the circle bend their elbows, which should touch their sides, and extend their hands in front with palms downward.

Procedure: The player in the center is to slap the hands of any player in the circle while thus extended. The circle players may bend the hands downward or sideways at the wrist, but may not withdraw the arms, or change the position of the elbow. Anyone slapped in this way changes places with the one in the center. The success of this game depends upon the alertness of the one who is in the center who should dodge unexpectedly from one part of the circle to another, slapping hands of various players around the circle.

Alternative: This game may also be played with the players seated in desks with "It" walking up and down the aisle.

10. Ten Trips (9 - 12 year-olds)

Equipment: 2 balls or 2 beanbags.

Formation: Circle formation with opponents standing side by side.

Procedure: Players number off by two's, one, two, etc. The first Number One is Captain for the One's, the first Number Two is Captain for the two's. Each captain has a ball. The game consists of throwing the ball around the circle, the ball started by Captain Number One going only to the players of that number, and the ball started by Captain Number Two to the players who bear his number. The team wins whose ball first completes the circle ten times. Each time the captain receives the ball, he calls out a number corresponding to the number of times the ball has circulated, "one" for the first time, "Two" for the second, etc. Any player dropping the ball must pick it up and throw it in regular order.

VIII. TEAM GAMES

After children have a good background of understanding and proficiency in the fundamental skills of movement, they are ready to be introduced to specific sport skill parterns. Throughout the year, the child should be provided with opportunities to combine various skill patterns in using varieties of implements and objects.

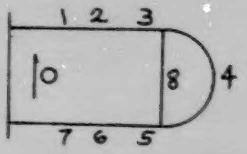
Team sports and games should be included as part of the physical education program, appropriate to the season and suitable to the maturation level of the children. Each team sport should be taught progressively, using lead-up games appropriate to the skill level of the children.

VIII. TEAM GAMES - continued

A. Basketball

1. Around the Key (11-12 year-olds)

Supplies: Basketball
Participants: 3-8 players
Area: One end of a basketball floor
Formation:



Skills: Shooting

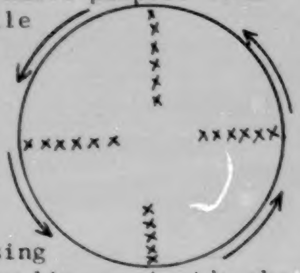
Procedures: Spots are arranged for shooting as indicated in the diagram. A player starts at the first spot. If he makes the basket he progresses from spot to spot as long as he makes each shot, and continues to shoot. If he misses, he has two options. He can "risk it," and take another shot at the basket. If he makes it he continues to shoot. If he misses, he has to go back to the beginning. The winner is the one who completes the key first or who has made the farthest progress.

It may be helpful for beginning children to have two shots from each spot.

Variations:
a. change the order or position of spots.
b. A child records how many shots it takes to complete the circuit.

2. Basketball Circle Race (9-11 year-olds)

Supplies: 4 basketballs
Participants: Class
Area: Basketball court, multi-purpose room
Formation: 4 teams, single file



Skills: Dribbling and Passing

Procedure: Have the four teams line up inside the circle (20' - 30' diameter). The teams face to the outer side of the circle with a basketball for each captain.

VIII. TEAM GAMES - continued

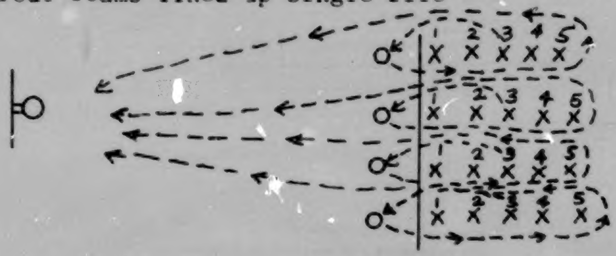
A. Basketball - continued

2. Basketball Circle Race - continued.

Procedure: The first person dribbles in a counter-clockwise direction all the way around the circle and returns to his starting position. He then hands the ball to the next person in the file who will dribble around the circle. Play continues until the last person in each team has dribbled and they are declared the winner.

3. Basketball Number Race (8-11 year-olds)

Supplies: 4 basketballs, 4 tin cans (large enough to set basketballs in)
Participants: Class
Area: Basketball court, multi-purpose room
Formation: Four Teams lined up single file



Skills: Dribbling, ball handling, shooting

Procedure: Have teams line up behind a starting line on each end of the playing court as in the diagram above. Place a tin can 3' in front of each team in which you place the basketballs. Number the players in each team from the front of the team to the rear.

The teacher calls a number and the corresponding person dashes out and picks up the basketball and dribbles around his team to the basketball goal at the opposite end of the court and attempts to score a goal.

The first contestant to dribble down and score a goal by shooting will contribute one point to his team. Play is continued until all numbers have been called.

4. Snatch Ball (11-12 year-olds)

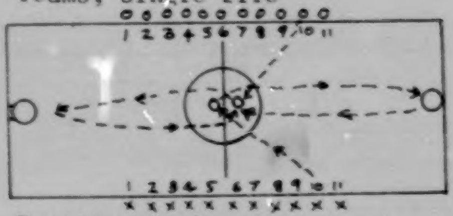
Supplies: Two basketballs
Participants: Two teams 6-15 on each team
Area: Basketball courts

VIII. TEAM GAMES - continued

A. Basketball - continued

4. Snatch Ball - continued.

Formation: Teams, single file



Skills: Dribbling, shooting, passing to a partner

Procedures: Each team lines up on opposing lines. The players on each team are numbered consecutively, and must stand in this order. The two balls are placed in the center of the court. When a player's number is called he runs to the ball, dribbles it to his basket and attempts to make it. As soon as the basket is made he dribbles to the center. The first player to return the ball after making a basket scores a point for his team. The teacher should keep track of the numbers so all children will have the opportunity to participate.

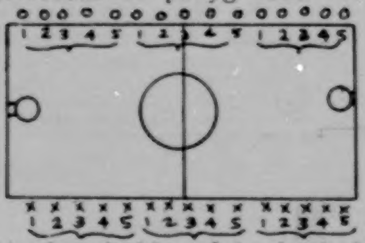
Variations: Players can run by pairs with two players from each team assigned the same number. In this case the ball must be passed between the paired players at least three times before a shot can be taken. Three passes must be thrown before the ball is returned to the center.

5. Sideline Basketball (10-12 year-olds)

Supplies: Basketball and goals

Participants: Any number. No more than 10 on the court at one time.

Area: Gymnasium or playground (40 by 60 feet)



Skills: All the skills of basketball except dribbling.

VIII. TEAM GAMES - continued

5. Sideline Basketball - continued

Procedure: The object is to score as in basketball. Each team is lined up and numbered off along opposite sidelines. The first five players from each team come onto the court. The game is played like regulation basketball, with the exception that no player within the court may pass directly to another court player but must each time pass to a sideline player. This rule does not apply to successive attempts to make a goal. The ball may not be dribbled. Sideline players must stay off the court. Following each score, two new teams of five players each take the court with the former players retiring to the sidelines.

Scoring: Two points are scored each time a basket is made.

Variations: Have each sideline team number off by fours. Call a number and throw the ball against the backboard. Those with the number called run to get the ball and play using the sideline players until a basket is made.

6. Evaluation of Basketball Skills
   a. Field goal speed test -- how many baskets from any position can a student make in 30 seconds.
   b. Dribble test -- person is timed dribbling around the chairs.
   c. Passing test -- Children with partners and one ball for each group of partners have a passing contest and the partners remaining at the end of a certain time limit win the contest.

B. Football

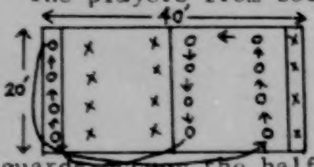
1. End Ball (8-10 year-olds)

Supplies: Football or 10" rubber playground ball

Participants: 9-12 on each team

Area: Blacktop or turf field 20' x 40'. The court is divided in half by a center line. End zones are marked 3' wide across both ends.

Formation: The players from both teams are positioned:



The forwards and guards occupy the half of the court farthest from their end zone players. The forwards are closest to the center line and the guards are back near the end zone of that half.

Skills: Passing, catching

Procedures: The game is started by the toss of a coin. When a team is in possession of the ball, the forwards try to throw it over the heads of the opposing team to his end zone player. The ball must be caught by an end zone with both feet inside the end zone. No running or walking with the ball is permitted. Each time a score is made players on that team rotate to the next position (see diagram).

VIII. TEAM GAMES - continued

B. Football - continued

2. Flag Football (11-13 year-olds)

Supplies: Football, two flags for each player. Flags should be about three inches wide and 16 inches long. Old ties that "dad" discarded can be used.

Participants: For 9-11 players per team. At least 5-6 offensive men per team must be on the line of scrimmage.

Area: A football field marked off 30 x 60 yards divided into 20 yard intervals with lines parallel to the goal line. This divides the field into three zones.

Formation:

Skills: running, passing, punting, centering and ball handling.Flag football is an important modification of the game of football.

Procedure: A ball carrier is considered down when a defensive player pulls and removes the flag (or tie) from his belt. Two flags (recommended) one on each side of the player gives the player a choice of pulling either flag to stop the play.

Timing: 25 minutes or 25 plays to a half.

Scoring: touchdown - 6 points; point after touchdown is made from a distance of 3 feet from the goal line. One play (pass or punt) is allowed for the extra point.

Kickoff: The game is started with one team kicking off to the other team (predetermined by a toss of a coin); the defensive team gets its choice of goals.

The kickoff is from the goal line, and all players on the kicking team (offensive) must be on side. The ball must be kicked at least 20 yards, or to first zone line or it does not count as a play. A kick that is kicked out-of-bounds (not touched by the receiving team) must be kicked over. Only two tries are allowed, then the ball goes to the receiving team in the center of the field. The kickoff may not be recovered by the kicking team unless caught, then fumbled by the receivers.

VIII. TEAM GAMES - continued

B. Football - continued

2. Flag Football

Downs and Yardage: The offensive team has four downs (or tries) to reach the next zone. Each zone is 20 yards wide. If the ball is on the line it is considered to be in the forward zone.

Forward Pass: All forward passes must be thrown behind the line of scrimmage, and everyone is eligible to receive or intercept a pass.

Blocking: Blocking is done by holding hands and arms close to body at all times! Blocking can be done from the front or side, and blockers must stay on their feet!

Punting: All punts must be announced. Neither teem can cross the line of scrimmage until the ball has been kicked. The receivers may run or use a lateral pass only.

Fumbles: All fumbles are dead at the spot of the infraction. When the ball is centered to a back, he must have complete possession of the ball (about 3 seconds) before a fumble can be called. He is allowed to pick up a bad pass (or hike) from the center or a ball which he did not have complete possession.

Touchback: Any kicked ball over the end zone is ruled a touchback and the ball is brought out to the 20 yard line, and the receiving team gains possession. A pass that is intercepted behind the goal line can be a touchback if the player does not try to run it out.

Safety: A safety occurs when the team defending a goal line causes the ball to go back over the goal line by fumbling, running, or being caught during a play behind its own goal line.

Penalties:

Penalized 5 yards:
- off side
- delay of game
- passing from spot not behind line of scrimmage (also loss of down)
- stiff arming by ball carrier or not avoiding a defensive player
- failure to announce intention to punt
- shortening the flag in the belt
- faking the ball by the center

Penalized 15 yards:
- holding
- illegal tackling
- illegal blocking
- unsportsmanlike conduct

VIII. TEAM GAMES - continued

B. Flag Football - continued

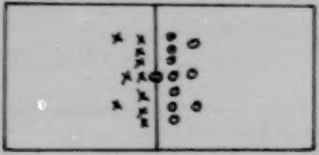
3. Fourth Down (9-12 year-olds)

Supplies: Football

Participants: Two teams, 6 to 12 on each team

Area: Football field (50 yards of field is sufficient)

Formation:



Skills: passing, catching, running

Procedures: Each play is a fourth down* which means that the players on offense score or that team loses the ball. Players may pass any time, from any spot, in any direction, without kicking. The ball may be passed from behind or in front of the scrimmage line.

The two teams line up in any offensive formation. The center puts the ball in play. The back receives the ball from the center. The back may pass to any of his teammates and run himself. The one receiving the ball has the same privilege to pass or run.

The game is started with the ball in the middle of the field. The team winning the toss starts play. The ball is brought to the middle of the field after each touchdown, and the team against whom the score was made puts the ball into play.

To down a runner or pass receiver, a two handed touch above the waist is made. Flags may also be used to down a runner. The back that receives the ball from the center cannot be tagged provided he does not try to run. All defensive players must stay 10 feet away from him unless he runs. The back must throw or run within 10 seconds, or the defensive players can tag him or pull his flag out.

Since the team with the ball loses possession after each play, rules for determining where the ball is to be placed when the other team takes possession are set down by the teacher.

If a player is tagged with two hands above the waist, the ball goes to the other team at the spot where the ball was put into play.

*Variation: The game could be called Third Down where the offense team gets two tries to score.

VIII. TEAM GAMES - continued

B. Flag Football - continued

3. Fourth Down - continued

Procedures: If an incomplete pass is made behind the line of scrimmage, the other team takes over at the line of scrimmage. If the pass is complete but the receiver is tagged the ball is brought to the spot from which it was thrown.

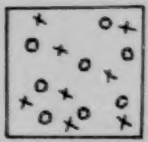
4. Keep Away (7-9 year-olds)

Supplies: Football, pinnies, colored shirts, or crepe identification marks.

Participants: Two teams, 8 to 12 on each side.

Area: turf, marked off football field

Formation: Everyone is scattered throughout playing area.



Skills: Passing, catching, evading

Procedure: The object of the game is for one team to maintain possession of the ball as long as possible by passing to teammates while keeping it from the other team. The teams should be marked so that the players can distinguish opponents.

The same body contact rules that govern basketball should be enforced. The team that is trying to recover the ball is the defensive team. The players are not permitted to push, shove, hold, or otherwise interfere physically with an opponent. No player may take more than five steps with the ball or the ball will be awarded to the other team.

Variations:

1. A number of consecutive successful passes would score a point. Example: five passes scores a point.
2. The ball has to be handled by every player on a team; a score is made when the first ball handler (or captain) has the ball again in his possession. Players can handle the ball more than once.

Stress should be emphasized against roughness. An alert instructor with a quick whistle is needed to avoid pile-ups. If there is too much roughness, the ball is awarded to the other team.

VIII. TEAM GAMES - continued

B. Flag Football - continued

5. Kick Over (10-13 year-olds)

Supplies: Football
Participants: 8-12 on each team
Area: Football field with a 10 yard end zone.
Formation: Players are scattered on opposite ends of the field
Skills: kicking, catching
Procedure: The object of the game is to punt the ball over the other team's goal line. If the ball is caught in the end zone, no score results. If the ball is kicked over the end zone line in the air, a score is made regardless of whether or not the ball was caught. If a ball is kicked into the end zone on the fly and not caught, a goal is scored.

The game is started by one team with a punt from a point 20 to 30 feet in front of the goal line it is defending. On a punt, if the ball is not caught, the team must kick from the spot of recovery. Only three strides are allowed to advance the ball for a kick. Players can take turns, or number each player for kicking.

Variations: Scoring can be made only by a drop kick across the goal line.

The player whose turn it is to kick should move rapidly to the area from where the ball is to be kicked to maintain constant action.

6. Punt Return (10-13 year-olds)

Supplies: Football, flags for each player
Participants: 10 to 20 players
Area: Football field or playground
Formation: A center, kicker, two lines of ends, and receivers
Skills: punting, catching, running and dodging
Procedures: This is more of a drill than a game, but competition is encouraged. The drill is for the receiver to catch a punted ball and return it to the line of scrimmage while two ends attempt to pull a flag or make a tag.

VIII. TEAM GAMES - continued

B. Flag Football - continued

6. Punt Return - continued

Procedures: Two ends line up to run downfield. The center player centers the ball from the kicker who punts the ball to the receiver. The ends do not leave the line of scrimmage until the ball has been kicked. The ends can make two or three trips down field as a "tackler" before rotating to the punt receiver position.

A good punter should be chosen for this drill so the ball will go far enough downfield to give the receiver a fair chance to make a return run. Should a kick be dropped, play may be continued upon recovery of ball by receiver.

7. Evaluation of Football Skills

Centering: player is given 5 trials centering at a target. Example, hang a tire from a basketball goal and try to hike through the center of the tire. 2 points for going through center of tire; 1 point for hitting tire.

Passing for accuracy: Each player is given 5 throws at a tire suspended shoulder height from a volleyball standard or football goal post, at a distance of 15 yds. As skills develop, increase the distance.

Passing for distance: each person is given 3 passes to determine how far he can throw a football

Kicking for distance: Place kicking, punting, and drop kicking can be tested much the same way as passing for distance and accuracy.

C. Hockey

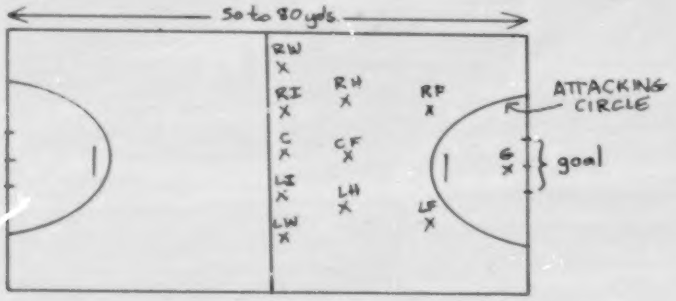
1. Covering (11-12 year-olds)

Supplies: Hockey sticks, balls, pinnies

Participants: Class

Area: Playing field

Formation:



C. Hockey - continued

1. Covering - continued

Skills: This game helps to teach fullbacks and goalkeepers the advanced skill of covering for each other. The forwards are practicing offensive strategy.

Procedure: The object of the game is twofold;

1. the fullbacks must intercept the ball
2. the attacking team must reach the striking circle or hit the ball into the goal cage.

The ball is started with the wings either right or left side. The fullbacks working together attempt to intercept the ball. In the event that the fullbacks passed by the goalie should be in a covering position to intercept the ball before a shot for the goal.

Scoring: Each time a goal is scored, 2 points are awarded. If the forwards reach the attacking circle, 1 point is scored. If the fullbacks intercept a pass, 1 point is scored for the defensive team.

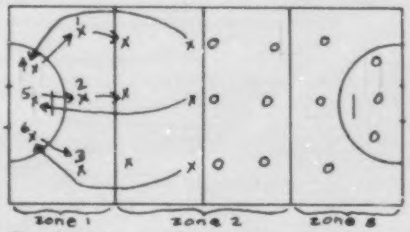
2. End Zone Hockey (10-12 year-olds)

Supplies: Hockey stick, balls, pinnies to distinguish teams.

Participants: Class

Area: Multi-purpose room, gymnasium, playground

Formation:



Skills: Dribbling, driving, bullying, fielding, dodging, positioning, rules of field hockey.

Procedure: The object of the game is to hit the ball over the opponent's goal line. Players are divided into 2 teams, and each person is numbered playing his respective position. (see above)

The game is started by a bully on the center line by one player from each team. (The same procedure is followed after each goal and half time). To bully the ball both players stand squarely facing the sidelines. Each player strikes alternately 3 times first the ground on his own side of the ball and then his opponent's stick. This is the only time the flat side of the stick may be used at a bully. No player should be closer than 5 yards to a bully.

C. Hockey - continued

2. End Zone Hockey - continued

Procedure:

Positions should be played according to their zones (refer to soccer section).

The goalkeepers must remain in their zone areas and attempt to prevent the ball from crossing the goal line. They are permitted to catch a lofted ball, if it is dropped immediately to the ground. The ball must be stopped with the stick if it is on the ground.

If the ball is hit with any part of the body or with the rounded side of the stick, or if the stick is raised above the shoulder, a free hit is awarded the opponents on the spot where the foul occurred. The striker then has to hit it to another player who is not within 5 yards of the spot where the free hit is made. When the ball goes out-of-bounds a roll-in is taken by that team which was not responsible for it going over the sideline at the spot where the ball went out.

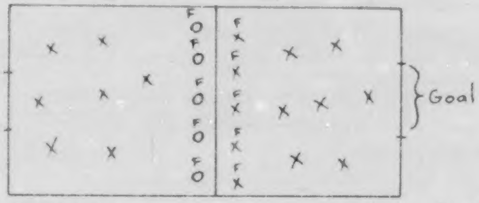
A rotational system can be used after every goal where the forwards become the highest number goalkeepers, halfbacks become forwards, and the lowest number goalkeepers become halfbacks.

The game is played in two halves of 15 minutes each with a longer time limit for older children. The teams exchange ends at half time.

Scoring: One point for each goal

3. Goals (9-11 year-olds)

Supplies: Hockey sticks and balls
Participants: Class
Area: Playing field or gymnasium
Formation:



Skills: Dribbling, driving, passing, fielding, dodging, and tackling.

C. Hockey - continued

3. Goals - continued

Procedures: The object of the game is to drive the ball below waist height over the opponent's goal line. The game is started with a bully by the centers, who attempt to get possession of the ball and pass to their own forward line. The forwards are the only players able to drive the ball through the opponent's line. When the ball goes over the sideline the ball is put into play with a roll-in. A free hit is awarded opponents for any fouls.

Scoring: One point is scored for each ball sent legally over the opponent's goal line. No point is scored if the forward steps over the line while driving the ball. The game is restarted by a center bully.

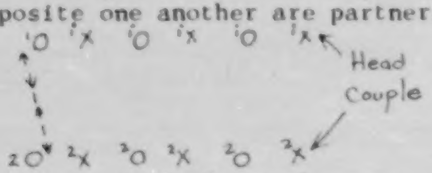
4. Hit and Stop (8-11 year-olds)

Supplies: Hockey sticks, balls, and a stopwatch

Participants: Class

Area: Playing field

Formation: Two straight lines 10 yds.apart; players opposite one another are partners.



Skills: Driving, speed, footwork

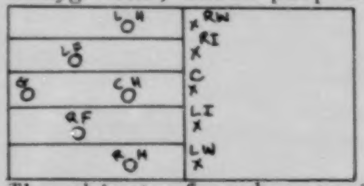
Procedures: The object of the game is to score the greatest number of hits in 1 minute. One signal, line 1 hits the ball to line 2, making certain the ball is on the stick side. Player 2 stops the ball and hits back to player 1 on the stick side. Continue counting each hit 1 point. The couple with the highest score goes to the head of the line; the others follow according to their scores. Repeat several times to encourage the players to reach and maintain a position at the top of the line. By moving the distance of the lines, adjustment can be made according to skill level.

Variations: Include other passes such as the push, swoop, or flick for the drive.

C. Hockey - continued

5. Lane Hockey (10-12 year-olds)

Supplies: Hockey sticks, balls, and pinnies
Participants: Class
Skills: Dribbling, driving, dodging, tackling, fielding, passing, marking an opponent, and position play.
Area: Playground, multi-purpose room
Formation:

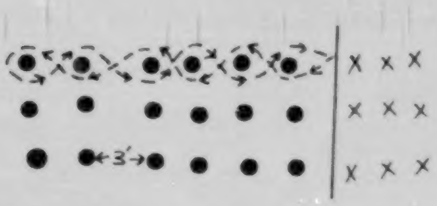


Procedures: The object of each game is for the forwards or offensive team to hit the ball over the end line and for the defensive team to attempt to hit the ball over the center line. The five forwards take up their respective positions on the center line. The defensive team assumes position against the forwards. All players, with the exception of the fullbacks, must remain in their lane. A free hit is awarded to the opposing team when a player fails to remain in proper lane. The game may be started by any player on the forward line.

Scoring: One point is scored when the offensive team hits the ball over the end line. One point is scored for the defensive team when the ball is hit over the center line. Players rotate after every point.

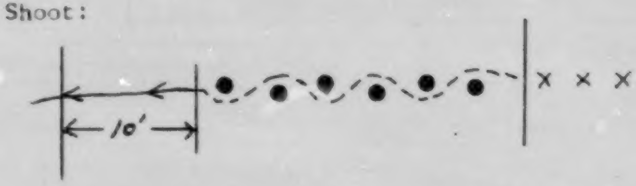
6. Evaluation of Hockey Skills

Obstacle dribble:



Time runs with stopwatch.

Dribble, Dodge, and Shoot:



Player must keep puck on left side, dribble through obstacles and shoot back of line. Time starts on "go" and ends when shot passes finish line.

C. Hockey - continued

6. Evaluation - continued

Hit and Stop: Refer to explanation. Good evaluative test for speed and control in passing.

D. Soccer

1. Circle Soccer (8-10 year-olds)

Supplies: Soccer balls

Participants: 10-15 on a team. Teams unlimited

Area: Playground or gymnasium (30' circle)

Formation: 30' circle

Skills: Kicking, trapping, blocking, and passing

Procedures: Each team forms a semi-circle; two opposing teams, or two semi-circles, then join to form one circle. The object is to kick the ball below shoulder level between members of the other team. After each goal, the players rotate one position to the right. If the ball stops inside the circle, a player from that half of the circle may get the ball and take it to the circle and start again.

One point is scored each time the ball goes through the opponent's team under the level of the shoulders or if the players use their hands to stop the ball.

variations include: play in square formation; players hold hands.

2. Line Soccer (8-12 year-olds)

Supplies: Soccer ball

Participants: Two teams, unlimited

Area: Playground or gymnasium

Formation: Two lines

Skills: Dribbling, kicking, passing, tackling, trapping, goal-keeping, punting.

Procedure: The object in this game is for the "active" players to score by kicking it through the opponent's line below shoulder level. The line players are considered goalies and may use their hands to stop the ball and throw it to one of their players. The game begins with the leader rolling the ball into the center and calling their respective numbers or variations (partners, co-ed, matched shoes, socks,etc)

A goal may count as two points for the kicking team and any ball kicked over the sideline counts as one point for the opposing team.

Variations include four teams, one team on each side of the square; call more than one number at a time.

D. Soccer - continued

3. Micky Mouse (8-11 year-olds)

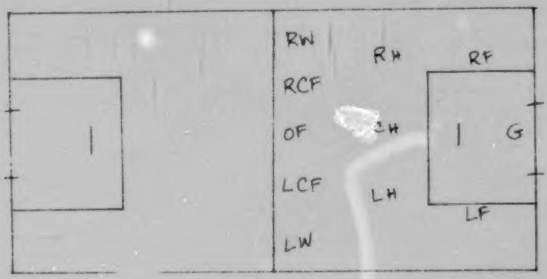
Supplies:	Soccer balls
Participants:	8-10 on a team, unlimited
Area:	Playground or gymnasium (30' circle)
Formation:	Circle
Skills:	Dribbling, ball control, trapping
Procedure:	Each player is given a number. When a number is called the player with that number should run to the center of the circle and dribble the ball as fast as he can out through his opening, around the outside of the circle, and in through the same opening to the center of the circle, where he finishes by placing his foot on the ball. Players should stay seated until their number is called to maintain uniform circles. A point is scored for the first person finishing.

4. Soccer (10-13 year-olds)

Supplies:	Soccer ball, goals
Participants:	Class
Area:	Soccer field

Side Line - 60 to 80 yds.
End Line - 30 to 40 yds.
Penalty Area - 30' to 40' x 80' to 100'
Goal - 24'
Penalty Kick Mark - 15'

Formation:



LF-Left Full-Back
G - Goalie
RF-Right Full-Back
LH-Left Half-Back
CH-Center Half-Back
RH-Right Half-Back
LW-Left Wing
LCF-Left Center Forward
RCF-Right Center Forward
RW-Right Wing
CF-Center Forward

Skills:	Trapping, heading, kicking, punting, dribbling

Duties of Players:

Forwards - Advance the ball into scoring territory, and attempt to score.
Halfbacks - Work both as offense and defense. Must do a great deal of running. Must back up both offense and defense.
Fullbacks - Strong, consistent kickers, primarily defense.
Goalkeeper - Last line of defense. Only player that can use hands in defense within penalty area.

4. Soccer - continued

Procedure: Eleven players make a team, and the game starts with a place-kick from mid-field. All players must be in their half of the field at the kick-off. The offensive objective of the game is to get the ball across the opponent's goal line. The entire ball must be kicked or headed across the goal--between the uprights and below the cross-bar.

Throw-in: Must be executed with both feet on the ground. Ball must be thrown with two hands from behind the head.

Off-side: A player is off-side if he is nearer his opponent's goal line than the ball when the ball is kicked or headed--unless:
1- he is in his own half of the field of play
2- there are two of his opponents nearer to their goal line than he is
3- the ball last touched an opponent or himself
4- he receives the ball directly from a goal-kick or corner-kick
The player must be seeking an advantage for the off-side to be called.
Penalty--An indirect free kick awarded to opposition at point of foul.

Direct Free Kick: A goal may be scored directly. It is awarded as penalty for the following offenses:
1- handling the ball, holding, pushing, and striking
2- kicking, tripping, use of knee, and jumping an opponent
3- charging from behind, charging violently, and charging an opponent who has both feet off the ground
4- handling by the goalkeeper outside of the penalty area, and charging the goalkeeper while he is in the penalty area.

Indirect Free Kick: A goal cannot be scored until the ball is touched by another player. These offenses result in an indirect free kick for the opposition: (1) offside; (2) goalie carrying the ball more than four steps between each dribble within the penalty area; (3) violations of correct procedure for free kicks, corner kick, and penalty kick; (4) dangerous play.

Penalty Kick: Awarded to the offended team for deliberate fouls committed by the defensive team in its own penalty area, which would otherwise have resulted in a direct free kick. The kick is taken from the penalty mark and is subject to the following stipulations: (1) all players other than the goalie and the kicker must be outside of the penalty area and at least ten yards from the ball; (2) without moving his feet, the goalkeeper must stand on the goal line until the ball is kicked; and (3) the player must kick the ball forward, and he cannot play the ball a second time until it has been touched by another player. An indirect free kick is taken by a player of the opposing team for an infringement by the player kicking. Other violations of penalty kick procedure result in the penalty kick being retaken.

D. Soccer - continued

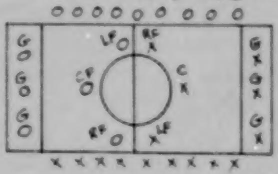
4. Procedure:-continued

On both the direct and indirect free kicks, all members of the opposing team must be ten yards away from the ball. The ball must travel forward the distance of its circumference on all free kicks, and the kicker may not play the ball again until it has been touched by another player.

A corner kick is awarded when the ball is last touched by a defensive player and it passes over the goal line without resulting in a goal. The kick is made by an offensive player from the nearest corner. A goal may be scored directly, opposing team must remain ten yards away from the ball until kicked, and the kicker cannot play the ball again until it has touched another player.

5. Three Goalie Soccer (11-12 year-olds)

Supplies: One soccer ball
Participants: Class
Area: Turf area, playground
Formation:



Procedure: The game starts with the soccer ball in the center circle with the players taking their respective positions. Upon blowing the whistle the center from each team attempts to get possession of the ball. They attempt to kick a goal by passing and kicking as a team.

The sideline players without using their arms or hands will prevent the ball from going out of bounds. A goal is scored when the ball is kicked lower than shoulder height through the opposing goalies and across the goal line. Goalies are not allowed to go past the foul line to field a ball.

The goalies are permitted to use their arms and hands to stop the ball. After stopping the ball, the goalie will hold the ball in both hands and punt (kick) or throw the ball to a teammate.

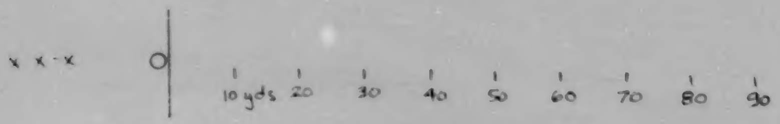
Immediately after a goal is scored, the three players for each team who were active will rotate according to the rotational pattern. The entire team (3 players) rotate together. Play will resume by using the whistle as the starting signal.

Sideline players are not allowed to be on the field.

D. Soccer - continued

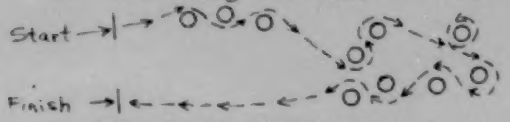
6. Evaluation of Soccer Skills

1. Kicking for distance; right and left foot



Two or three trial kicks, record the best one.

2. Dribbling for time



The student dribbles the soccer ball in and out among the objects and is timed for the course of the trip.

Two trials and record the best one.

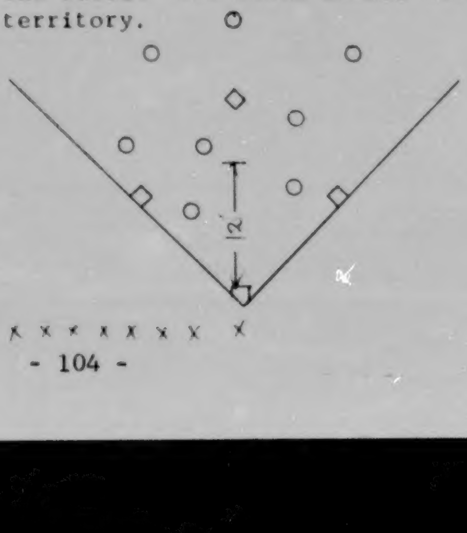
E. Softball

1. Beat Ball (9-10 year-olds)

Supplies:	Softball
Participants:	Two teams - 10 to 15 on each side
Area:	Softball diamond reduced in size; bases moved up.
Formation:	Scattered or "relative" positions
Skills:	Throwing, base-running, catching
Procedures:	The fielders, instead of playing regular softball rules, throw the ball directly home to the catcher. The batter throws the ball, then runs around the bases. His team receives one point for each base he touches before the catcher yells "stop" when he gets the ball. Runner then returns to line. There are no "outs" and everyone gets an opportunity each inning to be the "batter." A fly ball or foul ball scores no points but counts as a turn at bat.

2. Hit and Run (9-13 year-olds)

Supplies:	Volleyball, playground ball, home plate and a base marker
Participants:	Two teams, 6-15 players
Area:	Softball field or gymnasium with a line 12' from home base.
Formation:	scattered
Skills:	running, batting, throwing, catching
Formation:	One team is at bat with the other scattered in the field. The field should have "fair and foul" territory.



E. Softball - continued

2. Hit and Run - continued

Procedure: The batter stands at home plate with the ball. The ball must go over the 12' line and be in fair territory to be considered in play.

The batter bats the ball with his fist or hand and runs around the base marker, and back home without being hit by the ball. The members of the team field the ball and attempt to hit the runner below the waist. The fielder may not run or walk with the ball but may throw to a teammate closer to the runner.

A run is scored for each successful run around the marker and back to home plate without getting hit by the ball. Also a run can be scored if a foul is called on the fielding team for walking or running with the ball.

The batter is out if:

1. A fly ball is caught
2. Hit below the shoulders with the ball
3. The ball is not hit beyond the 12' line
4. If the runner stops in the field he can be forced at the plate

The game can be played with 3 outs constituting an inning or have the entire team bat and then switch team positions.

3. Hit Pin Softball (10-13 year-olds)

Supplies: Softball bat, 4 Indian clubs

Participants: Unlimited

Area: Playground or gymnasium (45' bases)

Formation: Scattered

Skills: Batting, catching, fielding, pitching and throwing

Procedures: The batter hits the ball and circles the bases before the four pins can be knocked down in order by the fielders. The game is played like softball except there is an Indian club on the outside corner of each base and home plate. As the batter runs the bases the fielders retrieve the ball and pass it in order to the first baseman, second, third and home. As each baseman receives the ball he knocks down the pin and passes the ball to the next base. The batter is out (1) on a fly ball, (2) if he knocks down a pin, or (3) if the four pins can be knocked down by the fielders before he gets home. Rotate basemen after each inning. Change sides after all one side has batted. A point if scored by the batter if he beats the ball home.

E. Softball - continued

4 Scrub (9-12 year-olds)

Supplies: Softball, Bat, Bases

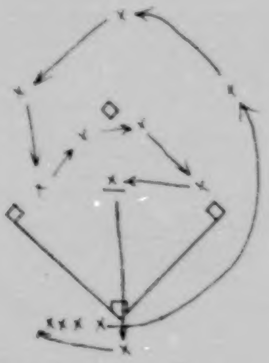
Participants: 7-15

Area: Baseball diamond

Formation: Baseball positions

Skills: Throwing, catching, base-running, hitting

Rotation System -



The outstanding feature of Scrub is the rotation of the players. Regular softball rules are used with individuals playing for himself. Four batters are recommended and if the batter makes an out he goes to right field and all other players move up one position.

Variations:

1. If there are only two batters, then one base is sufficient.
2. If a fly ball is caught, the fielder and batter exchange positions.

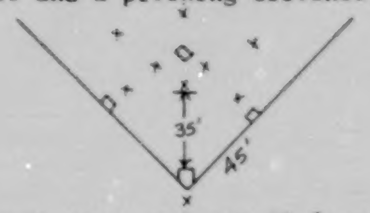
5. Softball (11-13 year-olds)

Supplies: 3 bases, 1 home plate, 1 softball (16" circumference slow pitch softball recommended, baseball gloves are not needed), face mask, and chest protector.

Participants: Class

Area: The official softball diamond has 60 feet between bases and a pitching distance of 46 feet. On the elementary level it should be with bases not over 45 feet and a pitching distance of 35 feet or less

Formation:



People waiting to come to bat must stay at least 20 feet away from batter.

Skills: Throwing, catching and fielding, batting, fielding positions, base-running and pitching

Procedure: Players may bat in any order, but it is preferred they bat according to position. Once the batting order has been established, it should remain that way for the entire game.

Pitching rules:

1. Face the batter with both feet on pitcher's mound with ball held in front with both hands.
2. The pitcher is allowed one step toward the batter and must deliver the ball while taking that step.
3. The ball is tossed (underhand).

E. Softball - continued

5. Softball - continued (11-13)

Batting:

6. The batter is out if he interferes with catcher when he is catching a fly or putting out a runner coming home, or fouls any ball to the catcher that rises above the batter's head and is caught.

Base runner:

1. May not lead off until the ball leaves the pitcher's hands or the base runner will be called out.
2. May advance one base when the ball goes into foul territory and out of play on an overthrow. Runners advance one base beyond the base to which they were headed at the time of the overthrow.
3. May not leave the base before a fly ball is caught. He is out if a fielder tags him or that base before he returns.
4. He is out if he intentionally interferes with a member of the fielding team.
5. He is out if hit by a batted ball when off the base.
6. He is out if he touches a base that is occupied by another base runner.

Refer to an official rule book or official rule guide for rules study.

6. Evaluation of Softball Skills

THROW FOR DISTANCE

Softball throw for distance is a part of the physical fitness testing program. Refer to section on physical fitness testing for further detail.

CIRCLING THE BASES

A diamond with four bases is needed, plus a stopwatch for timing. Two runners at a time can do this by splitting group at home plate and second base.

BATTING PRACTICE

Subjective ratings according to objective standings can be an integral part of teaching and evaluating a student's progress. Does a child...?

- Hit consistently
- Swing on a level, and follow through
- Stride properly
- Have a comfortable, strong stance
- Hit all pitches in strike zone
- Watch the ball from pitcher's hand until it hits the bat
- Use wrists to swing the bat

F. Speedball

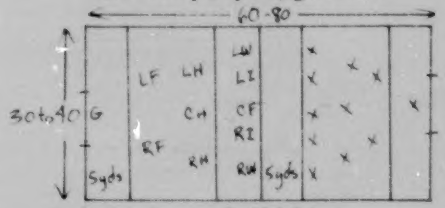
1. Field Speedball (10-13 year-olds)

Supplies: Goal markers, playground ball, volleyball

Participants: 2 equal teams (6-15 per team)

Area: Blacktop, playground

Formation:



Skills: passing, dribbling

Procedure: The object of field speed ball is to pass the ball to your goalie who is standing in the opponent's end zone.

Each team will have the same designated number of players. This will allow one-to-one defensive play. The game commences with the ball thrown into the air and each outer player will try to get possession of the ball. By throwing and catching the ball between players or by dribbling, each team will try to reach the opponent's goal and throw or bounce it to their own goalie. The ball must be caught on the fly or on the first bounce to be counted as a point.

Only 3 steps or 3 dribbles may be taken if a player has possession of the ball. Only the forwards and centers may cross the center line. The goalie must stay in the goal area at all times and must receive the ball within the goal area.

OUT OF BOUNDS: If the ball goes out of bounds over the side lines, the opposing team member stands out of bounds where the ball passed over the line. This player will throw the ball to a teammate. No defensive player may be closer than 15 feet to the side line. When an out of bounds ball is thrown over one of the end lines, the opposing team puts the ball into play from the corner of the field closest to where the ball went out.

SCORING: In order for a point to be considered good, the offensive team must throw the ball to their goalie from outside the goal area. If a thrower steps into the goal area a foul is called and the opposing team gets possession of the ball. The goalie must either catch the ball on the fly or on the first bounce. If no goal is scored, the opposing team throws the ball from the corner.

F. Speedball - continued

1. *Field Speedball* - continued

Procedure: FOULS:

1. If more than 3 steps are taken when a player has possession of the ball
2. Holding the ball more than 5 seconds
3. Center crosses over the goal area
4. Guards cross over the center line
5. Pushing, grabbing, or shoving any other player
6. Kicking the ball

LENGTH OF GAME: To make the game fair and allow time to change player positions, it is suggested that the game be divided into 5-6 minute periods. Allow 1 minute of rest between each period and switch player positions. Longer rest period may be necessary.

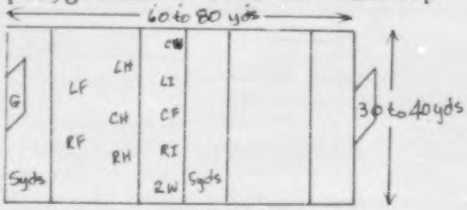
2. Speedball (10-13 year-olds)

Supplies: Goal markers, soccer ball, volleyball, or playground ball (cageball can be used for variation)

Participants: 6-12 players on each team

Area: playground or turf or blacktop

Formation:



Skills: passing, dribbling

Procedure: Speedball combines the techniques of soccer and basketball.

The object of speedball is to advance the ball by a pass as in basketball, or advance the ball as in soccer.

Any player may catch the ball before it hits the ground. The other team tries to get possession of the ball. By throwing and catching the ball between players or by dribbling, each team will try to reach the opponents' goal and throw or bounce it to their goalie.

If a player has possession of the ball he may take 3 steps or 3 dribbles. Only the forwards and centers may cross the center line.

If the ball goes out of bounds, the opposing team member passes the ball back in play. No defensive player may be closer than 15 feet to the side line when an out-of-bounds ball is put into play.

If a ball is knocked out of the end line it is brought back to the nearest corner and put back into play.

F. Speedball - continued

2. Speedball (10-13 year-olds)-continued

Scoring: Goal - a ball kicked through the goal as in soccer - scores 2 points.

Touchdown - a ball passed over the goal line caught by a teammate scores point.

Fouls:
1. If more than 3 steps are taken when a player has possession of the ball.
2. pushing, shoving, or grabbing any other player
3. Guards cross over the center line.

Evaluation of Speedball Skills

Refer to soccer unit for lead-up games and soccer skills.

G. Track and Field

1. Fifty-Yard Dash (8-13 year-olds)

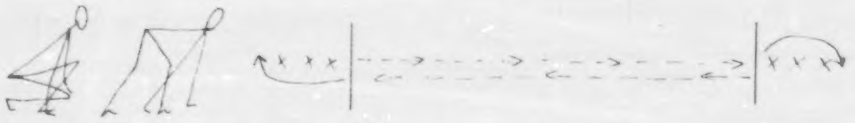
Supplies: Stopwatch
Participants: Individual
Area: Playground and Blacktop
Formation: Line
Procedures: On the command, "Take your mark," the person running the dash will place both hands behind the starting line and one knee on the ground.

On the command, "Get set," the runner raises the hips so that the back is parallel to the ground. On the command "Go," the runner will run as fast as he can forward across the finish line.

The position of the head and fixation of eyes are on the finish lines. Good high knee action is paramount to good sprinting and subsequent lengthening of the stride.

Time in seconds from the signal "Go" until the runner crosses the finish line.

Variations: Shuttle Run Relay



First person in line runs and tags first person in other line who runs back and tags the next person in line, etc.

G. Track and Field - continued

2. Hop, Step, Jump (11-13 year-olds)

Supplies: Jumping pit, tape measure, toe marker

Participants: Individual activity

Area: Runway and Jumping Pit

Formation: Line

Procedure: The participant will take a good running start beginning about 20 yards from the takeoff board. It is important to get speed for maximum distance in Hop, Step, Jump.

The runner, when he reaches the takeoff board, plants his right foot on the board as close to the front edge as possible without allowing the toes to go beyond the edge. Spring vigorously off the right foot getting as much height and distance to the jump as possible. The arms should be slightly forward and swung upward. Bring the left leg in a half tuck position and slightly forward. Land on the right foot, stepping off the right foot landing on the left. A long stride should be taken to get the maximum distance. Spring off the left foot swinging the right leg forcefully forward and upward carrying the body up and forward. The arms should be thrown forward and upward vigorously. Both feet land simultaneously allowing the body to continue in a forward direction. Distance is measured from the front of the takeoff board to the closest place where the body touches. This is usually a mark made by one of the heels, but could be an arm or part of the body if the jumper landed poorly and fell backwards toward the takeoff board.

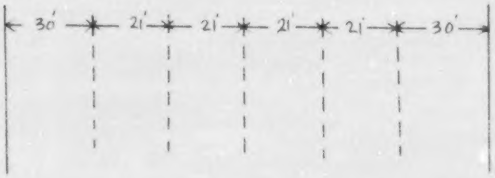
3. Hurdles (10-13 year-olds)

Supplies: 5 hurdles, 2' high for each racing lane. It would be most desirable to have enough hurdles to provide for 6 racing lanes.

Participants: Individual

Area: Playground

Formations:



Procedures: Using three "command" actions for starts and run as fast as possible over the hurdles in their respective lane.

It is good to precede this activity with flexibility and stretching drills.

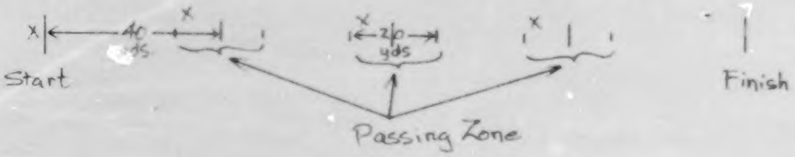
G. Track and Field - continued

4. Scissors Style High Jump (9-13 year-olds)

Supplies: Pit, high jump standards
Participants: Individual
Area: Playground
Formation: Line
Procedures: The high jump bar is approached from a slight angle. The takeoff is by the outside leg (the one farthest from the bar). The near leg is lifted and goes over first, followed quickly by the rear leg in a looping movement. There should be a good upward thrust of the arm. The knees should be straightened at the highest point of the jump. The landing is made on the lead foot followed by the rear foot.

5. Spring Medley (10-13 year-olds)

Supplies: Stopwatch
Participants: Teams of 4
Area: Playground
Formation:



Procedures: Several teams of 4 runners. The number 1 member of each team will stand at the starting line. A sprinter's start should be used by the number 1 runner. On the signal "Go" the number 1 runners will run as fast as possible with the baton in the left hand for the first 40 yards. As the number 1 runners approach the number 2 members of his team, the number 2 runner will begin moving forward with his right hand outstretched to the rear in order to receive the baton.

If a baton is dropped, the runner must stop, retrieve the baton and continue the race.

Record: The time, in minutes and/or seconds, which elapses between the start of the first man until the number 4 man of each team reaches the finish line.

6. Straddle Roll (10-13 year-olds)

Supplies: Pit, high jump standards
Participants: Individual
Area: Playground
Formation: Line
Procedure: The jumper takes off by a spring from the foot closest to the bar, kicking the opposite leg up and over the bar first, the takeoff leg quickly following. As the spring into the air is made, the arms are thrust forcefully upwards to provide a lift and the body is turned by pivoting on the toe of the takeoff leg quickly following. As the spring into the air is made the arms are thrust forcefully upwards to provide

G. Track and Field - continued

6. Straddle Roll - continued

Procedure: continued a lift and the body is turned by pivoting on the toe of the takeoff foot so that in crossing the bar the body as it clears the bar is known as a "layout."

H. Volleyball

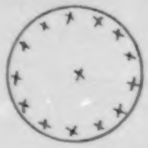
1. Hot Potato (8-10 year-olds)

Supplies: Volleyball or bean bag

Participants: 8 to 10 players in a group

Area: Multipurpose room, classroom turf, or gymnasium

Formation: The players sit in a circle



Skills: Throwing, catching, and accuracy in passing.

Procedures: One player who is selected to be "it" assumes a position in the center of the circle. The object of the game is to prevent the player in the center from catching the "hot potato". The player seated in the circle starts the game by throwing the hot potato to another player. The hot potato is thrown rapidly in any direction, while "it" is attempting to intercept the ball. When the ball is intercepted, the player responsible goes into the center of the circle and becomes "it".

Variations:
(1) The hot potato may be thrown clockwise or counterclockwise.
(2) The player holding it when a whistle signal is given has a point scored against him.
(3) More than one hot potato may be used.
(4) Players may volley the hot potato rather than catch it.

2. Nebraska Ball (8-10 year-olds)

Supplies: Volleyball, court and net

Participants: 10-15 on each team

Area: volleyball court

Formation: scattered

Skills: serving and volleying

Procedure: One player serves the ball over the net from a serving line drawn 15' away from the net.

Any number of players are allowed to assist it over the net.

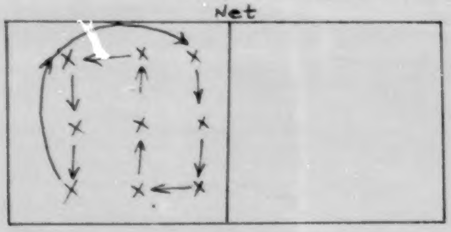
A point is scored when the ball lands on the floor.

Variations: Shorten serving distances if skill level is too low.

H. Volleyball - continued

3. Newcomb (9-12 year-olds)

Supplies: Volleyball, net, court
Participants: 9 on each team
Area: Volleyball court
Formation:



positions and system of rotation.

Skills: Serving, volleying
Procedures: Server serves ball over the net (a second hit from another player is not permitted).

Other team tries to return ball after serve, with any number of players allowed to hit the ball.

Server serves until his team loses the ball.

Fouls are: (1) hitting ball out of bounds
(2) holding the ball
(3) touching the net
(4) walking with the ball
(5) throwing the ball out of bounds, or
(6) ball hitting the floor.

Only serving team scores. A predetermined time limit or score is set.

Variations: If skill level is too low, allow players to catch ball, then hit it.

4. Shower Service Ball (9-11 year-olds)

Supplies: 4-6 volleyballs
Participants: 6-12 on each team
Area: Volleyball court, court and net
Formation: Scattered
Skills: Serving and catching
Procedure: The game is started by dividing the balls evenly between the two teams.

Balls may be served at any time in any order, just so the server is in the serving area (back half) of his court. Any ball that is served over the net is to be caught by any other player. The player catching or receiving a ball moves quickly to his serving area and serves. A point is scored for a team whenever a served ball hits the floor in the other court or is dropped by a receiver. Two scorers are suggested, one for each side.

Variations: The serving line can be moved back as skill level progresses.

H. Volleyball - continued

5. VBB (volleyball, basketball, baseball) (11-13 year-olds)

Supplies: 1 volleyball, 4 bases
Participants: Unlimited
Area: Basketball court
Formation: Scattered
Skills: Base running, throwing, shooting
Procedures: Four bases are marked on the gym floor. The teams are divided equally so that there is a serving (batting) team and a receiving team. (team in the field).

The serving team starts the game by serving the volleyball, from a point behind home plate, so that it goes on the fly over the middle line of the gym floor. The server is out if he hits a ball that bounces on the floor in front of the middle line or if he bunts.

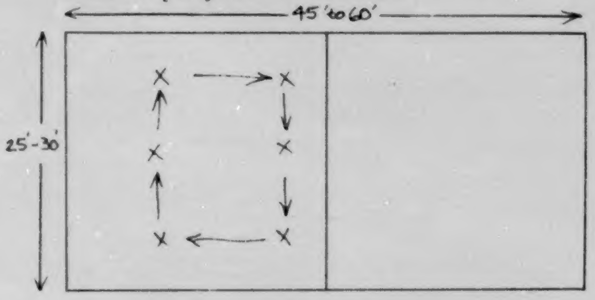
The receiving team catches the ball and passes it around to their team mates three times. At the completion of the third pass the player with the ball shoots for the basket. If the basket is made before the server circles the bases, the server is out. If the shot is missed, anyone can rebound the ball and keep shooting until someone makes a basket.

In concluding, the object of the game is to serve the ball over the middle line of the gym floor and circle the bases before the receiving team can complete 3 passes and make a basket. An inning is composed of three outs.

VBB is an exceptional activity to be used in volleyball as well as basketball and baseball. Refer to softball unit for explanation.

6. Volleyball (11-13 year-olds)

Supplies: Volleyball, court and net
Participants: 6 or 9 players on a team
Formation:



Skills: Serving, volleying

H. Volleyball - continued

6. Procedure:

To begin, captains toss a coin to determine option; either elect to serve or to take choice of courts. At the completion of any game, the teams change courts, and the losing side serves.

To be in position to serve, the player must have both feet behind the service line on the right one-third of the end line. He must not be on the end line during the serve. If the serve hits the top of the net and lands in the opponent's court it is deemed a "let" serve and is taken over. The server retains his serve scoring consecutive points until his side loses and is put out. Members serving, the sequence being determined by the rotation system.

The lines bounding the court are considered "good" and are played as part of the court.

Any ball that touches or is touched by a player is considered to be "in".

The ball must be returned over the net at least by the third volley but not more than three volleys.

Chief violations causing loss of the point or serve are:

1. Touching the net during play
2. Not clearly batting the ball
3. Reaching over the net during play
4. Stepping over the center line

A ball going over the net may be recovered and played, provided no player touches the net.

The first team to reach a score of 15 points wins the game provided the team is at least two points ahead of the opponent. If not, play continues until one team secures a two-point lead.

Variations:

No player may volley the ball twice in succession.
One-bounce volleyball
3 and over volleyball

7. Evaluation of Volleyball Skills

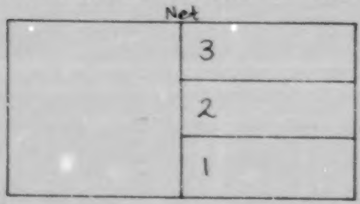
Serve Test:

The child stands in a serving position behind the end line on the right side. He is given a specific number of trials in serving. His score is the number of times he serves successfully out of 10 times. The serve must clear and land into opponent's court. If a ball lands on a line it is counted as good.

H. Volleyball - continued

7. Evaluation - continued

Accuracy test in serving: A line is drawn parallel to net through the middle of one of the courts.



Each server is given one service attempt to serve the ball into each of the six areas in turn.

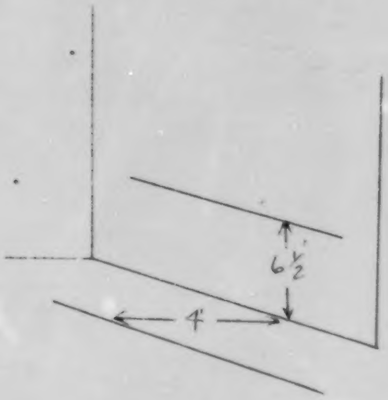
Scoring:

2 points-serving into opponent's court

1 point-missing the assigned area but landing in an adjacent area to the target area.

0 points-failing to serve into the target or adjacent area.

Volleying test: Using a wall (inside or outside) have the student stand behind a line 4 feet away from a wall. A line is drawn, or a piece of tape is placed, parallel to the floor and 6½ feet high; representing the height of net. The student is given 30 seconds to volley the ball up against the wall above the 6½ foot mark. A counter is assigned to each station to keep score on how many complete volleys can be done in 30 seconds. If time permits the student is volleying may repeat test again and given best score.



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IX. STUNTS, TUMBLING AND GYMNASTICS

Stunts and tumbling strongly appeal to children and give each child the opportunity to participate to the fullest extent. Self-testing in nature, these activities afford each child the opportunity to prove to himself that he can achieve a satisfactory measure of success by his own efforts. Such success demands competition with himself and builds up confidence, courage, and perseverence in a student, while demanding cooperation rather than competition with others.

Stunts and tumbling should form a large and valuable unit of the physical education program since no other unit is so directly related to developing students' agility, flexibility, balance, coordination and strength.

Values:

provide social development
develop mental traits such as self confidence, courage, and determination
teach how to fall properly
develop imagination, creative movements
provide carry-over value for leisure time
develop cooperation and team work

Safety:

Dress: tennis shoes should be required. Performing in socks or hard-soled shoes can cause needless injury through sliding, tripping and slipping. Girls should wear tights and/or shorts so as not to impede movement. Glasses and jewelry should not be worn and pockets should be emptied.

Spotting: (guarding and assisting a performer)

Teachers and students should be aware of safety at all times to anticipate and prevent accidents. Students should not be allowed to attempt an activity unless the teacher knows the proper spotting technique. Students should be trained to assist as spotters. When assistance is given, spotters should be in a position to give assisting support but not be in the way of flying arms and legs.

Equipment:

Mats and apparatus must be used ONLY during the regular period under supervision of the instructor. Too many accidents occur because students are playing on equipment before or after an activity, or attempting activities beyond their ability. Check equipment before using; make sure it does not move. Have only one person at a time working on apparatus. Use mats with all apparatus.

Teaching Procedures:

Always warm up approximately five minutes with exercises or elementary stunts in the activity which is to be taught to eliminate muscular tension and avoid injury. Explain each activity briefly, but accurately. Demonstrate, using student demonstration whenever possible. Check that demonstration is correct.

Teaching Procedures: - continued.

Allow students sufficient time to practice each activity presented.
Provide for individual differences and plan for children physically unable to perform some activities. Encourage those who cannot do an activity because they are afraid or shy.
Provide a variety of activities requiring different skills with each lesson rather than concentrating on one skill for an extended length of time.
Allow students to advance to next activity ONLY after successfully mastering the previous one.

A. Stunts

1. Individual Stunts

a. Rabbit Jump: Squat down, place hands on floor way out in front of feet. Jump feet to hands. Move hands out. Jump feet to hands. Jump across floor in this manner.

b. Lame Puppy Run: On all fours, raise one foot in the air and walk fast on three legs.

c. Crab: Squat down, reach backward, putting hands on floor without sitting down. With back towards floor, keep knees bent and body straight from knees to neck. Walk across floor on feet and hands.

d. Seal: Place hands on floor, extend legs backward, weight on hands. With limp legs dragging, walk forward on hands. Keep back straight and head high.

e. Inchworm: Place hands on floor and extend legs backward, supporting body weight on hands and toes. Keeping hands still and arms straight, walk feet up to hands without bending knees. Then walk, hands out, keeping feet still and knees straight. The back arches when feet are brought to hands and straightens out when hands are moved.

f. Knee Dip: Standing on left foot, grasp right foot behind back with right hand. Touch right knee to floor without letting go of foot and return to standing position. Hold left arm out for balance. No other part of body should touch the floor - only the knee.

g. Jump the Hands: Place middle fingers touching, arms straight, in front of thigs, palms up. Bend legs and jump through arms.

h. Single Squat: Standing, with arms out at sides for balance, raise one leg forward, keeping knee straight. Squat, keeping weight over supporting leg. Return to standing position without losing balance.

IX. Stunts, Tumbling and Gymnastics - continued.

A. Stunts - continued

1. Individual Stunts - continued

   i. Wicket Walk: Bend forward and grasp the legs just above the ankles. Without releasing the grip, take a short step with the right foot. Continue walking action forward. Turn, walk backwards.

   j. Coffee Grinder: Begin with one hand on the floor and one foot in front of the other. The legs and trunk should form a straight line. Keep the body straight and walk around the pivot arm.

2. Stunts by Pairs

   a. Seesaw: Partners hold hands facing each other, arms stiff and toes touching. One child does a deep knee bend while the other stands still. Partners change position in rhythm.

   b. Wring the Dishrag: Partners face each other and join both hands. Lifting one pair of clasped hands high, partners walk under the raised hands turning back to back. Partners then lift other pair of clasped hands and keep turning the same direction until they are face to face once more.

   c. Chinese Getup: Partners sit on floor back to back, arms locked, knees bent, and feet flat on floor. From this position they try to stand up together by pushing against each other as they straighten their knees.

   d. Bear Dance: Partners face each other, join hands and squat on heels, keeping backs straight. Each extends his right heel forward. Next, each brings his right leg back under body and with a little hop simultaneously extends the left heel forward. Continue in rhythm. Arms are extended and bent alternately as heels go forward and back.

   e. Row A Boat: Partners sit on floor with knees bent, toes touching and holding hands. One partner leans back pulling the other forward. Do not allow the partner being pulled to rise off the mat. Return and repeat to opposite side.

3. Group Stunts

   a. Jump the Shot: Children stand in a circle facing the center. Teacher stands in the center of the circle and swings a "shot," a rope with a bean bag tied on the end, around the circle close to the floor. As the shot is swung past them, students jump over it to avoid being hit on the ankles or stopping the shot. Those hit are out or have a point against them. Be sure and swing shot close to floor so that it brushes lightly on floor.

A. Stunts - continued

3. Group Stunts - continued

b. Skin the Snake: Children stand one behind the other in a single line. Each one bends forward, reaches between his legs with his right hand, and grasps the left hand of the one behind him. Each child will then have his left hand forward and right hand between his legs. On a signal, the line moves backward slowly. The last student in line lies down and the line moves over him. Each student sits down, then lies down, as he becomes the last in line until all are lying down. Hands are joined throughout. Then the procedure is reversed, with the last child to lie down rising and moving forward over the line, d[illegible]ing up each one in turn, from back to front. Caution: move slowly, in rhythm, with feet wide apart. Sit only after passing head of last one to lie down. When down, keep feet in close to body of the one ahead, toes in, knees straight.

c. Merry-go-Round: Five to six children lie down on their backs in star formation with feet touching in middle. One student stands between each two lying down. The standing children hold hands (double wrist grip) with the children lying down. Those lying down straighten their bodies until only their heels are touching the floor. The standing children begin walking slowly around to the left. Those lying down shift their feet slightly as they pivot around the circle.

d. Helicopter: An even number of children is required; 4-30. All stand in a circle facing each other and put their arms around each other's shoulders and hold double wrist grip with alternate student. Performers walk around in a circle, slowly at first and then faster. When the circle is moving, predetermined alternate students lift their feet from the floor by bending knees backwards. As motion speeds up, their feet will rise higher and higher, and "flyers" may straighten their legs. As circle slows down, the flyers should bend their knees again, place their feet on the floor and walk or run, as need be, in the direction circle is going.

e. Centipede: Any number of participants. "A" gets down on all fours. "B" straddles "A", bends over and places his hands on the floor in front of "A". "B" bends his knees and clamps them against "A"'s waist. "C" straddles "B", bends his knees and clamps them against "B's" waist, and so on. When all participants are in place, the centipede walks forward.

B. Tumbling

1. Individual Tumbling

   a. Forward Roll: Squat with knees between the arms. Lean forward and tuck the head so that no part of the skull makes contact with mat. Keep weight on hands, tuck. Grasp ankles to stay in position. Stand up on feet.

   b. Backward Roll: Stand with hands at sides. Squat and lean backward. Bring hands next to ears and elbows near your sides as you push backward with the feet. Place hands on mat, fingers pointed towards the shoulders and stay in tuck position as buttocks touch the mat. As feet continue over, push off the mat with hands and bring feet to the mat. Come to standing position.

   c. Head Stand: Form tripod, simply raise hips and legs together until straight over the head. Keep hips high, arch the back as legs extend upwards. It is essential to keep a triangle between the hands and the head.

   d. Fish Flop: Squat down with back to mat. Rock forward on hands and push backward. While rolling backwards, place hands on mat and as feet come over head jerk legs straight up in the air, push up on hands, turn head over. Let chest touch mat first, then stomach, legs and feet last.

   e. Tripod: Place hands on mat, shoulder width apart, place head (forehead) on mat in front of hands so that head and two hands form a triangle. Bend elbows, place right knee on the right upper arm, left knee of left upper arm. This position is held with only the head and two hands touching the mat.

   f. Cartwheel: Step-Hand-Hand-Step-Step. Take a short run forward and execute a skip-step with right foot forward; at the same time swing hands upward. Turn body sidewise a quarter turn and bend forward. Make hands and legs resemble the spokes of a wheel and swing right hand down to mat, turn over it onto left hand by kicking left leg up and over with the right leg following, until a complete revolution is completed and the body has again resumed upright position on spread feet, facing sidewards. The cartwheel should be executed smoothly with hands and feet touching along a straight line and the body turning over in a vertical plane. Execute two or more cartwheels in succession. Extend hips, knees, and toes.

   g. Round-Off: Take a run forward and execute a skip-step with right foot forward, at the same time swinging hands upward. With both hands downward to the mat with the left hand eight to ten inches ahead of the right, kick upward with the trailing leg. When body is almost vertical, execute half twist to the right, push off with hands, and snap feet down to mat, facing starting position. Finish the exercise with a jump.

B. Tumbling - continued
1. Individual Tumbling - continued

h. Handspring: Take a short run forward. Raise arms high, then place hands on mat as you take off one foot. Kick both feet vigorously overhead. Arch the back and straighten the arms as you try to bring the feet back beneath you. Land on feet.

i. Hand Stand: (with assistance) Stand with one foot in front of the other and place both hands on mat. Supporting weight on hands, kick legs upward until the body is inverted. Partner catches and holds ankles. Arch back, head up, toes pointed. Return to position by letting feet down the same direction they went up. May also be done against a wall.

j. Back Handspring: Stand on mat with knees slightly bent, body erect, arms held forward. To execute this skill, swing the arms down to sides, bend knees halfway, lean backward (just enough to lose balance) as though about to sit in a chair. Spot straight ahead. At this point, throw head and chest back, and abdomen up, and extend legs fully, landing on hands with arms almost straight. Then snap legs down, push with the hands and arms, and land on feet. Practice with towels around waist and two people holding the end of the towels.

2. Tumbling by Pairs

a. Double Roll: Number 1 lies on mat and raises feet upward. Number 2 stands facing 1 with feet in back of 1's shoulders. Then 2 grasps 1's ankles, fingers on outside of ankles, and 1 grasps 2's ankles. 2 bends over, placing 1's feet on floor (1's knees are bent and separated). Then 2 rolls over as close to 1 as possible, tucking her head between 1's knees. As 2 rolls over, the pull from her feet brings 1 up to 2's previous position, and 2 is on mat in 1's position.

b. Shoulder Stand: 1 stands behind 2. 2 places right knee on mat, with left leg bent and to the left side with foot flat on floor, hands held up. 1 grasps 2's hands, right to right, left to left, and places left foot on 2's left thigh. 1 places right foot on 2's shoulder and brings left foot to 2's left shoulder with knees bent. 2 stands straight, 1 stands up straight when balance is achieved, 1 brings arms straight out from shoulders and 2 holds 1's ankles.

c. Handstand on Knees: 1 lies down, knees bent, feet flat on floor. 2 stands between 1's feet and places hands on 1's knees, fingers pointing toward 1's feet. 2 leans forward until arms are straight and shoulders are supported by 1's hands. 2 does a handstand, keeping head up for balance. Spotter can stand beside 1 and catch 2's ankles.

B. Tumbling - continued
2. Tumbling by Pairs - continued

d. Flying Angel: 1 lies on back with feet about 60 degrees from mat. 2 stands near 1's hips and places 1's feet across his hip bones. Feet should be parallel and toes near lower ribs. They grasp hands, and 1 brings legs up until perpendicular to floor. When balance is secure, 2 releases the hands grasp and the balance is then maintained by the control of 1's feet and legs. 2 holds an arch.

e. Back Flip over Partner: 1 lies on back with legs in air to allow her feet to be placed on the buttocks of 2 who is standing in front of her. 2 leans back in an arch with 1's hands prepared to support her shoulders. As 2's shoulders touch 1's hands, 2 brings her feet over her head. At the same time, 1 extends her legs to assist 2 in completing the somersault and landing on her feet on the mat.

3. Group Tumbling

The building of human pyramids composes the largest portion of group tumbling. It is merely the art of having a group of students working as a unit to form artistic figures and designs.

All activities used in a pyramid should be drawn from those taught in the regular program. Only students who have successfully mastered a specific activity should perform it in the pyramid.

In group tumbling students can use their own imagination in creating various forms with their bodies. Buildings, machines, geometric figures, and flower gardens are a few examples.

Pyramids are usually formed to four counts, given verbally, by whistle, clap, or drum. Students line up side by side at edge of mat.

Count 1 - take positions on mat, ready to mount
Count 2 - bases assume positions
Count 3 - tops mount. All hold positions
Count 4 - return to position of Count 1.

C. Gymnastics
1. Floor Exercises

a. Supine Arch-Up - From a supine position on the floor, simply elevate the back upward from the floor, sliding the hands from a position near the hips backward to a support position. This can also be done from a sitting position.

b. Front Scale - This stunt consists in standing on one foot with the other leg raised to a height parallel to the floor or higher, with the forward part of the body lowered to a position parallel to the floor. The arms may be held outward from the shoulders in a graceful manner or one arm may be raised straight ahead with the other along the body. The head is up with the back arched and the leg fairly straight with the toes pointed.

C. Gymnastics- continued
1. Floor Exercises - continued

c. V-Sit - This stunt consists in simply sitting on the floor with the legs together, elevated to make a "V" with the body. The hands may be either on the floor behind the student or raised outward from the shoulders.

d. Shoot Through - From a front leaning rest position with the arms straight, arch the back slightly and then lift the hips to shoot the legs between the arms and finish in a sitting position. The shoot through can be continued into a back arched position.

e. Swedish Fall - From a standing position, fall forward, landing on the hands with the arms straight at first, and with a flexing of the arms, continue downward to the chest. Lift one leg as the fall is executed so that in the finish position one leg is lifted gracefully and one leg remains on the floor; the upper part of the body is almost resting on the floor, with the weight supported by the arms.

f. Back Walkover - From a standing position, bend backward until the hands touch the floor and then kick one leg up and over, followed by the other, to finish in a standing position again. Be sure to have a spotter during the learning stages of this stunt to lift under the hips while the weight is being shifted from the feet to the hands.

g. Splits - This means the student drops downward from a standing position into a neat split. The hands may be raised outward from the shoulders and held in a graceful position.

h. Straddle Lean - This consists in doing a straddle stand and dropping downward into a wide front split and then leaning forward until the chest touches the floor. The hands and arms are gracefully extended.

i. Needle Scale - The position of the body when the legs are straight and the forehead is touching the shins is called the needle scale. It may be done in various ways: 1) From a standing position bend forward and touch the forehead to the shins while keeping the legs straight. 2) Same as above except one leg is elevated straight overhead. This is a good combination from a front scale.

j. Yogi Handstand - This consists in holding a hand balance with the hips forward, legs back (also parallel with floor) and head lifted.

2. Parallel Bars

a. Dips - Jump onto the bars in a straight arm support position facing toward the center of the bars. In this position flex the arms and drop downward until the elbow joint is less than a right angle. After reaching the bottom with the arms flexed, push the body upward into the straight arm position. Do several of these dips at one time to increase arm strength.

C. Gymnastics - continued

2. Parallel Bars - continued

b. Swing - Jump to a straight arm support position on the ends of the bars. Bring the legs up slightly and extend the body into an arched position. Swing the legs downward and then backward and forward in a series of swings. Be sure to keep the arms straight and make the shoulders the fulcrum of the swing. Swing low at first and gradually increase the height of the swing.

c. Straight Arm Walk - Walk the length of the bars in a straight arm support position, keeping the arms straight, head up, body arched. As one hand leaves the bar to take a step, shift the weight to the other hand. Be sure to take small steps with the hands.

d. Front Support Turn - From a straight arm support position in the center of the bars, lean to the right and shift the left hand to the right bar, bringing the front of the thighs to rest against the bar. Keep the body straight and back slightly arched. Continue the turn by reaching back with the right hand and grasping the vacated bar, thus ending in a straight arm support position.

e. Straddle Seat Travel - From a straddle seat position, lean forward and place the hands on the bars in front of the legs. As the weight is shifted to the straight arms, swing the legs backward above the bar level; then bring them together and swing them forward between the bars. At the front of the swing, separate the legs again and place them in a straddle seat position in front of the hands. Travel the length of the bars in this manner.

3. Uneven Parallel Bars

a Mount to Straight-Arm Support - Stand facing the low bar with the hands grasping the bar with a regular grip (fingers over the top, with the thumbs underneath). The student then jumps up toward the bar and finishes in a straight arm support position with the thighs resting on the bar, arms straight, chest and head up, legs straight and toes pointed.

b. Cast off Low Bar with Quarter Twist - This is done from a straight arm support position on the low bar facing the high bar. Allow the feet to swing under the bar slightly and then force them backward. As the legs lift off the bar, push with the arms, turn the body a quarter turn, and simply drop to the mat in a standing position a few inches away from the bar, with the left side closest to the bar and the left hand continuing to hold for support.

C. Gymnastics - continued
3. Uneven Parallel Bars - continued

c. Crotch Seat - From a straight arm support position on the inside of the low bar, bring the right leg up and over the right side of the bar. Continue the leg over the bar and finish the stunt in a crotch seat position, with the left hand on the high bar and the right hand on the low bar.

d. Kick Off Low Bar to High Bar Support - Start from hanging position on the high bar and then swing slightly forward and place one foot on the low bar. On the return swing, push foot, whip the other leg down, and pull the body up and over the top bar. Continue the movement so that the body ends in a straight arm support position on the high bar. This can be done with both feet on the bar instead of just one.

e. Back Hip Pullover on High Bar - Start in a standing position on the low bar, with the hands in an overgrip on the high bar. Push off the feet and pull with the arms and pass the legs over and around the high bar in a back hip circle movement. Continue the hip circle until the body reaches the straight arm support position. (practice on low bar first)

4. Balance Beam

a. Knee Mount - Jump into a straight arm support position, bringing one leg in a squat position between the arms and the other leg in a straight extended position to the side and outside of the arms.

b. Swan Scale - Place the right shin along the beam with both hands forward on the beam. Slide the left leg on the beam behind the right foot until the leg is straight. Lift the hands and straighten the upper body until the head and shoulders are directly above the hips. Place the arms gracefully out to the sides.

c. Knee Scale - Start from a kneeling position with one knee behind the other. Lean forward, lifting the back leg into the air and with arms straight, place the hands on the beam in front of body (point toe to ceiling)

d. One leg Squat - From a standing position, lower into a full squat position on one leg with the other leg lifted parallel to the beam. This may start in the squat position and go into a stand.

e. Cartwheel Dismount - Near the end of the beam, lean sideward and execute a cartwheel on the end of the beam and continue off the end of the beam to the mat. Be sure to lengthen the cartwheel so the landing is done squarely to the feet and not far over to the side of the body.

C. Gymnastics - continued

5. Vaulting Box

   a. Squat Stand - Jump off Dismount - After the approach and takeoff, place the hands on the box and bring the legs up between the arms and stop in a squat stand position. From this position leap forward to the mat.

   b. Straddle Stand - Forward Jump Off - Jump to a straddle stand on the box, with the legs outside the arms. From this position, straighten up and jump forward to the mat.

   c. Flank Vault - This stunt consists in passing over the box with the side of the body closest to the box. Lean on the supporting arm and keep the body fairly straight while passing over the top.

   d. Courage Vault - Jump, bringing knees up and landing on the box. Pushing off with knees and bringing the arms forward and up with a forceful swing, spring up, bringing the knees high and feet to the front.

   e. Handspring - This consists in springing from the board and upward into a handstand position on the box, with arms straight. From this position, bounce off the hands into a handspring or arch-over motion to the mat.

6. Horizontal Bar

   a. Front Support Mount - Stand in front of the bar at shoulder height and grasp it with a regular grip. (Regular grip - hands circle the bar with the fingers going over the top of the bar and the backs of the hands facing the student.) Reverse grip - hands circle under the bar with the palms of the hands facing the student. Jump upward, pulling with the arms, and finish in a front rest position on the bar, supporting the body with the arms and with the hips resting on the bar. After jumping up to a front support position, the student may do a half forward hip circle to a position of standing on the mat below.

   b. Back Dismount - From a front support position, swing the legs forward under the bar slightly and then swing them backward and at the same time push with the hands and release the grip. Keep the body in a vertical position as you drop to the feet, and flex the knees slightly upon landing.

   c. Skin the Cat - Using a regular grip, pull the legs up and between the arms and the bar. Continue the feet between the arms and on over as far as they will go into the skin-the-cat position. Be sure to keep the knees close to the chest for better control of the movement. Return to original position by pulling the legs back up between the arms and under the bar.

d. Single Knee Swing Up - Hang under the bar with one knee over the bar in a single knee hand position. The knee may be between the arms or on the outside of the arms. Swing the free leg forward and downward. Pull with the arms and allow the body to swing up to a support position on top of the bar. After this has been learned from the hanging position, it may be attempted from a swing, with the knee being placed into position at the front end of the swing.

e. Pinwheel - Sit sideways on the bar with the legs straddling and the hands grasping the bar in front of the body. From this position, lean to the right and circle around the bar in a pinwheel manner. Stretch the body out as the circle starts and pull with the arms and flex the body slightly during the last part of the circle in order to complete the pinwheel to a sitting position again.

7. Still Rings

a. Chin-ups - Grasp the rings and simply pull up into a chin-up position

b. Chin-up One Arm to the Side - Execute a chin-up and while the arms are in the flexed position extend one arm to the side, then bring it back and extend the other arm to the side.

c. Inverted Pike Hand - Grasp the rings, and bending at the hips bring the feet up and over the head. Finish in a jacknife position with the knees straight and close to the chest. This is a fundamental starting position for many ring stunts.

d. Inverted Layout Hand - Grasp the rings and bring the feet up and over the head. Finish with the legs straight above the performer between the rings with the feet together, body arched, and arms straight. Hold this position for a few seconds and then return to the original starting position. At first it may be tried with the legs resting on the straps.

e. Bird's Nest - Grasp the rings with the hands and pull the feet up and into the rings. Place the instep in the rings and arch the body so the chest is facing the mat. Hold for a moment and return.

8. Climbing Ropes

a. Start from a standing position, climb two strokes upward and lower slowly to a standing position. Increase the number of strokes upward with each try.

b. From supine position, pull up to a standing position

c. From standing position, grasp rope, flex the arms, and raise legs to an inverted hang position, then lower slowly to standing position.

C. Gymnastics - continued

8. Climbing Ropes - continued

d. From standing position, grasp rope, flex the arms, and raise legs to "L" position (parallel to floor) and hold for two or three seconds. Increase holding time with each try.

e. Climb upward, using the cross leg method. In this method, allow the rope to pass down between the legs, over the instep of one foot, and against the back of the other foot; clamp the two feet together while reaching upward for new grip.

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X. OUTDOOR PLAYGROUND APPARATUS

The arms, shoulders, abdominal and back muscles may be developed through use of apparatus such as the chinning bars (horizontal bars), the jungle gym, and the horizontal ladder. Safety rules must be successfully taught and obeyed. The playground apparatus should be located out of the range of active games and there should be enough space between the various pieces of equipment to allow children to form lines to wait for their turns.

A. Safety Suggestions for Teachers

1. Test the apparatus for rigidity or broken parts.

2. Instruct children in safe use of apparatus.

    a. how to use each piece of apparatus safely
    b. how to follow directions when group participation is necessary
    c. how to cooperate in protecting others

3. Depending on the size of the apparatus, control the number of children that may use the equipment at the same time.

4. Insist that the children use both hands when grasping bars on the climbing apparatus.

5. Remind the children that wet bars are slippery and dangerous; also that wet hands cause slipping.

6. Encourage children to ask for the assistance of a teacher when they want to try a new or difficult skill.

7. Teach children to wait for their turn without pushing or shoving.

B. Chinning Bars

1. Activities performed on a bar the height of the child's shoulders:

    a. Skinning the Cat - Forward
    The child holds the rung with the hands about shoulder's width, palms facing forward. He leans backward, draws his knees toward the check and rolls backward. Bring the feet between the bar and the chest, placing the feet on the ground. Release hands.

    b. Skinning the Cat - Backward
    The knees are folded toward the chest, the head lowered forward, the feet and legs are brought under the bar and between the arms until the child can place his feet on the ground. He will be facing his hands at the completion.

    c. Rocking Chair Swing
    Stand facing the bar, knees slightly flexed. Jump up, grasp bar with front grip and hands shoulder width apart. Swing feet between arms, then upwards and over the bar. Rest back of knees on bar. Release grip and swing back and forth, knees interlocking bar. Return to start.

B. Chinning Bars - continued

1. Activities,etc. - continued

d. Bird's Nest
Jump up and grasp bar with a front grip. Draw both legs up and take through arms. Continue upward movement of legs until back of knees are resting on the bar. Simultaneously, shift low leg downward and arch back until tops of feet are resting on bar, back arched and arms extended.

2. Activities performed on bars reached by stretching:

a. Pull-Ups
Grasp bar with palms away from face, arms and legs full extended, (feet must not touch ground), pull body up with the arms until the chin is placed over the bar, lower body until the elbows are fully extended.

b. Flexed Arm Hang
Height of bar should be about equal to the child's standing height. Palms away from the face. Hang, raise body off ground to a position where the chin is above the bar, elbows are flexed and the chest is close to the bar. Hold this position as long as possible. The chin may not touch the bar.

c. Riding the Bicycle
A rung at a height the child can barely reach is gripped with the fingers placed over the rung (overhand grip), the thumbs under the rung. The legs are drawn to the chest and moved in a circular motion as they would move in peddling a bicycle.

d. Stiff-Legged Position
The child grasps the rung above the head and lifts his legs upward, keeping the knees straight.

e. Roll over Barrow
Stand facing the bar, arms extended downward and knees slightly flexed. Jump up and take a front support position (arms straight). Reverse grip. Bend in the middle, drop head forward, roll over bar, bring legs down. Release grip.

f. Hang Like a Monkey
Stand directly below the bar, arms, back and knees bent. Jump up, grasp bar with palms forward, and hands approximately 12 inches apart. Swing right leg up and over the bar. Rest heel of right leg on top of bar. Bring left leg up and over right leg and rest back of left leg on top of right foot. Return to starting position.

C. Jungle Gym
The Jungle Gym provides opportunities for climbing, walking around the bars, or turning over the bars.

1. Safety Precautions to be Taught

   a. Grasp the rungs with the thumb under, the fingers over the bar.
   b. Hold on with both hands.
   c. Do not let go of the rungs until the feet are on the ground.
   d. Watch out for other children.
   e. Stress safety, not speed.

2. Activities

   a. Skin the Cat - forward and backward
   b. Bird's Nest
   c. Chinning (Pull-Ups and Flexed-Arm Hang)
   d. Riding the Bicycle
   e. Stiff-Legged Position
   f. Hang Like a Monkey

D. Horizontal Ladder

1. Safety Precautions

   a. No one should sit or walk on top of the ladder.
   b. Look down to where the feet will land before dropping.
   c. Bend the knees, release the rung with both hands simultaneously.
   d. The hands should remain in front of the body so the child can catch himself if he leans forward on the drop.

2. Stunt Activities

   a. Bend both knees to chest and lower several times.
   b. Bend first right knee to chest, left leg remaining straight, then bend left knee to chest keeping right leg straight.
   c. Ride bicycle, legs drawn to chest and moved in a circular motion.
   d. Raise one leg at a time to a horizontal position from waist.
   e. Raise both legs to a horizontal position from waist.
   f. Bend both knees to chest, extend right leg horizontally, then left back to chest and lower.
   g. Bend both knees to chest. extend both legs horizontally then back to chest and lower.
   h. Chinning.

3. Progression Activities - Keep legs together, swing from the hips.

   a. Hang and Drop - Climb up the end of the ladder, rest feet on top step, one hand grasping each side pole. Reach forward and grasp the second rung with one hand, followed by the other. Grip with palms forward. Hold grip for a few seconds. Look down at landing place, then release both hands and land on balls of feet with knees bending to absorb the shock.

D. Horizontal Ladder - continued

3. Progression activities - continued

b. Swing and Drop - Mount ladder. Reach forward and grasp the second or third rung with one hand, followed by the other. Grip with palms forward. Swing forward by raising legs upward and forward. Swing backward by pulling legs downward and backward. Stop swinging, look at landing ground, release both hands and land on balls of feet with knees bending to absorb the shock of the jump.

c. Travel Forward - Mount ladder. Grasp first rung of ladder with both hands, fingers pointing away from face. Reach forward with one hand and grasp the next rung. The other hand is then moved forward to that rung. Travel the full length of the ladder if possible.

d. Travel Forward - Alternating hands on rungs. Mount ladder. Grasp first rung with one hand, then next rung with other hand, continuing by alternating hands as he moves forward swinging from side to side as one progresses.

e. Travel Forward - Alternating hands on rungs, skipping bars. Mount ladder. Grasp first rung with one hand, third rung with other hand, continuing with fifth rung, 7th, etc. Also possible to skip 2 rungs at a time.

f. Also possible to do #3, #4, #5 - Backwards

g. Travel Forward on the Side Rail - Both hands on the same rail. Mount ladder. Place both hands on one side rail. Slide one hand along the rail then move the other hand to the leading hand, advancing toward the opposite end of the ladder.

h. Travel Forward on the Side Rail - Hand over hand , Mount ladder. Place right hand on outside of rail, palm facing inside, and left hand forward of right hand and palms facing outside. Shift forward by releasing right hand, swinging body forward and regrasping rail with right hand. Repeat with left hand,etc.

i. Double Rail Travel - One Hand on Each Rail
Mount ladder. Place one hand on one side rail, the other hand on the other side rail. Move one hand forward, then the other, toward the opposite end of the ladder. The hands should be directly opposite each other when the drop is executed.

j. Sideways Travel - Mount ladder. Reach forward and grasp the second rung with the left hand with palms facing the head. Grasp the first rung with the right hand with palms facing the head. Swing to a hanging position. Shift left hand to next rung, grasping rung with palms facing head and right hand with palms facing head. Continue traveling with body swinging from side to side with the left hand always leading the right.

MATERIALS

Van Hagen, Winifred, Genivie Dexter. Jesse Firing Williams. Physical Education in the Elementary School. Sacramento, California: State Department of Education, 1951.

XI. CONDITIONING ACTIVITIES

Conditioning is a major emphasis of many of the activities included in the physical education program. Conditioning can be accomplished through many game activities and gymnastics or can be specifically stressed and be the main goal or objective in an activity.

Activities such as combatives, isometrics, isotonics, calesthenics, continuous exercises, and circuit training which stress conditioning specifically should be used continuously during the yearly physical education program to develop physically fit children.

A. Combatives

Combative activities include contests between individuals or between groups based primarily on strength. Some include maneuvers and considerations involving strategy. Basically these contests of strength are within the limitations of the defined body positions for the specific activity involved.

In many activities, all-out performance is demanded and in some is continued over a period of struggle.

1. Conducting Activities

   a. Define what constitutes a win or loss.
   b. Designate number of trials.
   c. Pair contestants of equal height and weight.
   d. Try to rotate opponents of equal stature.
   e. Provide equal start giving no advantage.
   f. Explain safety factors.
   g. Sportsmanship should be stressed.
   h. Use a whistle to start and finish contest.
   i. Provide strict supervision.

2. Suggested Activities (for ages 10-13)

   a. Hand Wrestle - Contestants place right foot against right foot and grasp right hands in a handshake grip. The left foot is firmly implanted to the rear for support. At signal each contestant tries to upset the other by strictly hand and arm pressure to make him move either foot. Contestants may use left hand, as a variation.

   b. Rooster Fight - Contestants bend knee back and clasp right hand to right ankle. Left hand is moved behind back to grasp right arm. At signal, players try to bump one another causing loss of balance or right foot to come in contact with floor. Player who maintains balance is winner.

A. Combatives - continued

2. Suggested Activities - continued

c. Indian Leg Wrestle - Two opponents lie on their backs on a mat with heads opposite each other, belt line to belt line, and near arm locked at the elbows. Three counts are given. On each count each player lifts leg nearest the opponent to a vertical position. On third count, keep leg stiff, hook opponent's leg near foot with his heel and attempt to roll him over backwards.

d. Arm Wrestle - Lying on the floor or sitting at a table facing each other, right hands are clasped with elbows held against each other. The object is to force the other's arm down while keeping elbows together.

e. Backward Tug-of-War - Opponents are back to back. They bend over forward spreading legs 1½ feet apart and reach through their own legs and grasp partner's hands or wrists firmly. In this position, at the signal, each attempts to walk forward pulling his opponent with him. A line may be used to divide players and determine winner.

B. Isometric and Isotonic Exercises

1. Isometric Exercises
These are exercises which produce muscle contraction while applying force against an immovable object, or static contraction. Isometric exercising produces strength and muscle definition but does not build up endurance or an increase in cardio-vascular strength. The muscles undergo maximum contraction for 6 to 10 seconds. Isometrics may be done with no equipment by using one set of muscles to oppose the other, or by pulling or pushing against a fixed bar, wall, rope, or floor. Exercises may also be done with a partner. Exercises are used for spot conditioning; i.e., forearm, upper arm, back, chest, thighs, abdominals, neck, legs, and general body.

a. Arms - With the left palm up and the right palm down, clasp the hands in front of the body, chest high. Press down with the right hand, resisting with the left. Reverse.

b. Back, Arms, Thighs - Sitting as erect as possible, place both hands under the thighs close to the knees. Pull up with the hands.

c. Abdominals - Hook the feet under a mat or have a partner hold the feet of the participant. With the hands clasped behind the neck, knees bent, come up to a half-way position of the sit-up. Hold for 30 seconds. In this position try to keep the back straight and the abdominal wall flat.

B. Isometric and Isotonic Exercises - continued

1. Isometric Exercises - continued

   d. Arms-Shoulders - May use two partners or two stationary objects approximately three feet apart. Child stands between doorway and places palms flat, shoulder high against each side. Pressure is applied with a sideway pushing motion for 6 to 10 seconds.

   e. Legs-Thighs- Child lies on stomach and flexes one leg, partner puts his hands on exerciser's ankle while kneeling behind. Child tries to straighten leg against pressure.

2. Isotonic Exercises

   Isotonic exercises are ones in which a person applies force to or against a movable object which produces a range of movement and through repetitions increases heart and breathing capacity. The most classical form is weightlifting - lifting objects of known weights, a set number of times. However, it might take the form of a push-up, sit-up, or the like. Just about all calisthenics done are isotonic. The difficulty can be regulated by increasing the weight to be moved through the range of movement and the speed of the range of movement. Isotonic exercises build up endurance through progressive training as well as muscle size and definition. Weight control and muscle tone are other attributes.

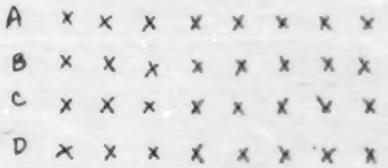
   a. Push-up regular; push-up with partner on back
   b. Pull-up regular; pull-up with weight belt
   c. Swinging a lead bat
   d. Sit-ups with increased repetition
   e. Tug-of-War - Group tug-of-war develops arm, back and leg muscles as well as team cooperation. A two-inch diameter manila rope giving approximately one and a half foot length for each participant with a three-foot separation between each team. The two teams face each other across a line. The object is to pull any opponent across a line which is equidistant from both teams at the start. When an opponent is pulled across the line, he waits in back of the opponent's team until time is called. The team capturing the most players wins. Emphasis should be placed on team effort as well as individual effort. This conditioning drill may also be inserted into the combative activities for conditioning; however, the benefits of this drill are obvious when used separately.

C. Continuous Exercise

Continuous exercise can be used as a conditioning program as well as for demonstrations. Simply, it is a series of exercises done to a beat (music, drum, clap) with intervals of jogging, and returning to different formations to continue the exercises. The entire series is one continuous movement with every student in step.

One routine will be given here but each class can create its own under the guidance of the teacher.

Formation: 4 straight lines - A, B, C and D



Exercises: In this formation, the routine begins with:

10 Jumping Jacks:

Count 1 - Simultaneously extend arms over head and jump feet apart.
Count 2 - Return

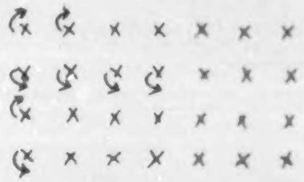
10 Straight Arm Jumping Jacks:

Count 1 - Arms straight at side, jump feet apart.
Count 2 - Return (arms stay at side)

10 Clap Under Jumping Jacks:

Count 1 - Jump on right foot, swing left leg forward and up, clap underneath.
Count 2 - Jump on left foot, swing right leg forward and up, clap underneath

At this point, line A turns to the right, line B turns to the left, line C turns to the right and line D to the left.



C. Continuous Exercise - continued

Exercises - continued

The leader of line A leads his line jogging down one side of the gym or playground with line C falling in behind. The leader of line B leads his line jogging down the area with line D falling in.

As they jog down the center, the leaders then separate and form an "X". In this "X" formation, the routine continues with:

10 Arm Circles - palms up (30 times each way)

10 Belly Slaps:

Count 1 - Feet together, slap stomach with hands.
Count 2 - Bend at waist, legs straight, knees slightly relaxed, touch toes with fingers.
Count 3 - Straighten body, slap stomach lightly with hands.
Count 4 - Arms bent, wrist in front of shoulders, elbows shoulder height, swing elbows behind as if to touch in back.

10 Windmills (described in calisthenics)

The leaders A and B then lead their lines around the room again with "C" following "A" and "D" following "B" into a circle formation. In this circle formation, the routine continues with:

10 Squat Thrust (described in Calisthenics)

On the tenth squat thrust, the student stops on the count of 2 (in a push-up position) and goes into:

10 Push-ups (described in calisthenics)
10 Sit-ups (described in calisthenics)

Leaders A and B then lead their lines to the sides, down and back to the original four lines.

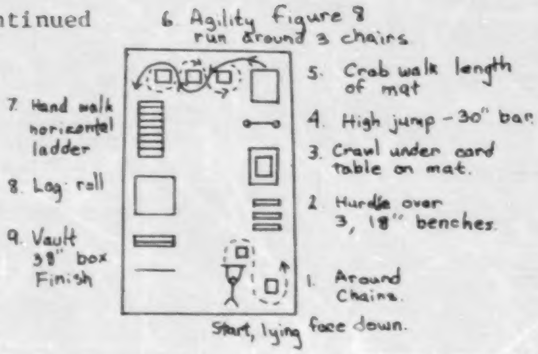
In the original formation again, the routine ends with:

8 Count Jumping Jacks (described in calisthenics)

D. Obstacle Course

Obstacle course can be divided roughly into two types: outdoor (generally permanent) and the indoor (portable). The course should be designed to include exercise for all parts of the body through a variety of activities. Running, vaulting, agility, climbing, hanging, crawling, and other activities will assure good fitness development particularly when timing or speed is included as a factor. Records can be kept showing the status of each individual's progress with regard to himself and others.

D. Obstacle Course - continued


6. Agility figure 8
run around 3 chairs
5. Crab walk length of mat
4. High jump - 30" bar
3. Crawl under card table on mat.
2. Hurdle over 3, 18" benches
1. Around Chairs.
Start, lying face down.
7. Hand walk horizontal ladder
8. Log roll
9. Vault 38" box
Finish

E. Calisthenics

Warm-ups or conditioning exercises have a very important role in a physical development program. Exercises also serve as a preconditioning for more strenuous activities, and in the development of certain parts of the body.

Because most elementary school students are below the acceptable level of physical fitness, it is recommended that the first 5-8 minutes of each physical education class be devoted to vigorous warmup exercises.

1. Cautions:

    a. Each student should maintain good postural alignment - toes pointed straight ahead, abdominal muscles tense and flat, chest up, head and shoulders in good position.

    b. Exercises requiring a straight leg position tend to force the knee back in a hyper-extended position which contributes to posture faults. These exercises are excellent for stretching the leg muscles and developing flexibility but the knee joint should be SLIGHTLY relaxed.

    c. Repeated deep knee bending exercises can cause injury to the knee joint. An occasional activity calling for a deep knee bend causes little harm.

    d. In situps the abdominal muscles are strengthened more when the knees are bent.

2. Exercises:

    a. 8 Count Jumping Jacks:
    Starting position: Feet together, arms at side

    Count 1 - Simultaneously extend straight arms over head and jump feet apart.
    Count 2 - Simultaneously bring arms down to side and jump feet together.
    Count 3 - Keeping arms at side, jump feet apart.
    Count 4 - Jump feet together, arms at side.
    Count 5 - Jumping on right foot, swing left leg forward and up, clap underneath.
    Count 6 - Jump feet together, arms at sides
    Count 7 - Jumping on left foot, swing right leg forward and up, clap underneath.
    Count 8 - Jump feet together, arms at sides.

E. Calisthenics - continued

2. Exercises - continued

b. Windmill:
Starting Position: Feet shoulder width apart, arms extended straight, shoulder height
Count 1 - Bring right arm up by right ear, bend to left and touch toes.
Count 2 - Return to starting position.
Count 3 - Bring left arm up by left ear, bend to right and touch toes.
Count 4 - Return to starting position.

c. Squat Thrust:
Starting Position: Attention - feet together, arms at sides
Count 1 - Bending slightly at the knees and sharply at the hips, place hands on ground in front of feet in a squat position with the knees inside the elbows.
Count 2 - Thrust feet and legs backward to a front leaning rest position with body straight from shoulders to feet, weight supported on hands and toes. (Body should be in a pushup position)
Count 3 - Return to squat position.
Count 4 - Return to standing position.

d. Sit-ups:
Starting Position: Lying down, knees bent with feet close to body, fingers interlocked behind neck
Count 1 - Raise head and shoulders till elbows touch knees.
Count 2 - Return to starting position.

e. Push-ups:
Starting Position: Front leaning rest, body straight from head to heels
Count 1 - Bend elbows and touch chin to ground, keeping body straight
Count 2 - Straighten elbows, raising body in straight line.

F. Circuit Training

Circuit training is a teaching technique which effectively utilizes time, equipment, and facilities in conditioning programs. The circuit consists of a series of exercises or a specific workout at numbered stations either indoors or outdoors. A circuit can be devised without equipment or can utilize gymnasium or playground apparatus. All-round development, muscular strength and endurance, and circulatory endurance can be insured through a balanced course. The circuit's degree of difficulty can be increased or decreased to fit the needs of individuals or groups. In contrast to routine formal exercises, circuit training provides an interesting and exciting challenge for an individual to develop at his own speed.

1. Preliminary: Teach various exercises or activities such as jumping jacks, windmills, situps, squat thrust, etc., stressing correct form.

2. Suggestions:
   a. Establish a "target time" for the entire class. This is the time it takes the class to complete the entire circuit. Each week this time can be reduced as strength and endurance are developed. (30-60 seconds/circuit)

F. Circuit Training - continued

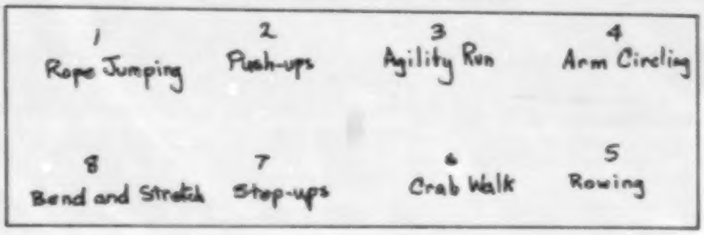
2. Suggestions: - continued

b. If the playground is adequate, plan an interesting circuit that travels over the entire area. On more limited playgrounds the stations can be just back and forth across the field, perhaps from one goal line to the other and back again.

c. Use individual pieces of apparatus or the apparatus area as a station.

d. Increase the amount of brisk walking, running, jogging, and sprinting. Require a lap of the field between each station instead of merely moving to the next station.

e. Emphasize the principles of continuous motion; never stop moving from the time the first exercise is started.



Circuit training is an excellent method for ensuring an all-round body development, and not a program in itself. It should be used in conjunction with skill instruction and other activities in a well-balanced program of physical education. The contribution it can make to physical fitness is potentially so great that it could well be used twice each week.

MATERIALS

Dauer, Victor P., Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1968.

Mapes, Casady, Alley, Handbook of Physical Fitness Activities. New York: Macmillan Co., 1965.

XII. TESTING, AWARDS, AND COOPERATIVE ACTIVITIES

I. Physical Fitness Testing

Physical Fitness testing is an integral part of the elementary physical education program. It provides one means for evaluating progress of students. It should not be used, however, as the sole source of evaluation or the major determining factor for grading.

Testing can be fun. Every effort should be made to encourage students to do their very best in all items. Make it challenging and at the same time a meaningful educational experience.

Pull-ups (boys)
Flexed arm hang (girls)
Sit-ups
Shuttle Run
Standing Broad Jump
Fifty Yard Dash
600 yd. Run-Walk
Softball Throw

A. Helpful Hints for Administering Physical Fitness Tests

Boys Pull-ups

1. Palms away from body
2. Chin must go over bar
3. Feet and legs must not move in any kick motion
4. Body must not swing

Girls Flexed Arm Hang

1. Palms away from body
2. If bar is too high for the girl, allow her to step up on a chair or allow two girls to assist her.
3. Stand in front of participant and carry on a conversation. This takes her mind off the pain.
4. Record the score in seconds
5. Two can be tested at one time

Sit ups

1. Stay in pairs. The holder keeps track of the number done.
2. Fingers must be interlaced behind the neck at all times.
3. A complete return means the shoulder blades and elbows are touching the mat or ground.
4. Do not test on a bare floor.
5. Half of a class can be tested at one time.
6. Do not allow girls to go beyond 50 or boys go beyond 100.

Shuttle Run

1. Run on blacktop or floor, not grass
2. 30' distance between shuttle lines
3. The student only places the first block behind the line. He runs across the finish line with the second block in his hand.
4. Have the runner return the blocks or have a staggered start.
5. Allow two attempts registering the best of the two.
6. Keep the blocks in a horizontal position at all times.
7. Stress the fact that "the shortest distance between two points is a straight line."
8. Two can be tested at one time.

XII. Testing, Awards, and Cooperative Activities - continued

A. Helpful Hints, et al - continued

Standing Broad Jump

1. Allow three trials recording the best of the three.
2. Two can be tested at one time.
3. Record the score in feet and inches.
4. Count scratches as one of the three trials.
5. Measure from the front of the take-off stripe to the part of the body which lands closest to the point of take off.
6. Testing can be done on the blacktop
7. Stress the importance of swinging the arms and bending the knees.

50 Yard Dash

1. Always run two at a time. This gives the students more of a challenge and improves their time.
2. Encourage the students to run past the finish line. They invariably slow down when they think they are nearing the end.
3. Give energy advantage to the students
4. Although the test manual calls for one attempt only, recommend two attempts, recording the better of the two.

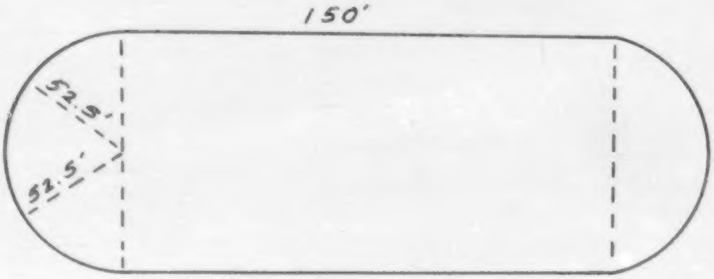
Softball Throw

1. Allow three trials recording the best of the three.
2. Record the score to the nearest foot.
3. Only an overhand throw is allowed.
4. Scratches count as a trial.

600 Yard Run-Walk

1. Always inform the students that they are allowed to walk if necessary but encourage them to run.
2. Record the score in minutes and seconds.
3. Half a class can be tested at a time.
4. Pair students off so that partners can be used to keep time.
5. Do not allow students to lie down after running.
6. There are several ways to set up the 600 yard course. The ideal is to have a 200 yard oval. The next best is to use a rectangular area 200-300 yards in circumference. A 50-yard square is also useable. A shuttle type setup is not appropriate for this type of test.

To compute a 200 yard oval, the following diagram may be helpful.



B. Norms for Physical Fitness Awards

(See attached sheet)

C. AAHPER and Presidential Physical Fitness Awards

The AAHPER awards are broken down into different categories.

The Certificate of Achievement may be given to any boy or girl who achieves the 50% mark or better. It can be given singly or in conjunction with the following standard and merit patches:

The Standard Award is for those boys and girls who achieve at least the 50% mark on all seven (7) AAHPER test items.

The Merit Award is for those boys and girls who achieve at least the 80% mark on all seven (7) AAHPER test items.

The Presidential Physical Fitness Award is for those boys and girls who achieve at least the 85% mark on all seven (7) test items.

The standard Merit and Presidential Awards may be purchased from the AAHPER, NEA Publications - Sales, 1201 16th Street, N. W. Washington D. C. 20036.

D. Special Fitness Test for the Mentally Retarded

Through the efforts of the AAHPER and the Joseph Kennedy Foundation, modified fitness tests have been developed for the educable mentally retarded child. Since there are many special education students in the elementary schools, the tests and norms established for them should be used. See test manual for the Special Fitness Test for the Mentally Retarded and follow the special procedure and norms for the test.

Awards

There is an awards program similar to the AAHPER and Presidential Award. There is a progress certificate which is designed for physically limited children who show improved performance on the test items.

The Special Silver Emblem is for boys and girls who achieve the Silver standards on any five (5) of the seven (7) test items.

The Special Gold Emblem is for boys and girls who achieve the Gold standards on any five (5) of the seven (7) test items.

The Kennedy Foundation Champ Award is for boys and girls who achieve the Champ standards on all seven (7) test items and engage in at least thirty (30) hours of sports and recreational activities outside of school hours. The Champ Award may be received by sending an application to the Joseph P. Kennedy Jr. Foundation, Suite 510, 719 13th St., N. W., Washington, D. C. 20005. The other Special Awards may be purchased through the AAHPER, NEA Publications - Sales, 1201 16th St., N.W., Wash., D. C. 20036. Test manuals may also be purchased for $1.00 from the above address.

B. NORMS FOR PHYSICAL FITNESS AWARDS

BOYS

TEST	50% SILVER					80% GOLD					85% PRESIDENTIAL				
AGES-	9&10	11	12	13	14	9&10	11	12	13	14	9&10	11	12	13	14
Pullups	2	2	2	3	5	5	5	5	7	8	6	6	6	8	10
Situps	41	46	50	60	70	76	89	100	100	100	100	100	100	100	100
Shuttle Run	11.2	11.1	11.0	10.6	10.2	10.5	10.4	102	10.0	9.8	10.4	10.3	10.0	9.9	9.6
Broad Jump	5'0"	5'2"	5'6'	5'10'	6'	5'7'	5'9"	6'1"	6'7"	7'0"	5'8"	5'10'	6'2"	6'9"	7'3"
50 yd.dash	8.2	8.0	7.8	7.5	7.1	7.5	7.5	7.2	7.0	6.7	7.4	7.4	7.0	6.9	6.6
Softball throw	96'	111'	120'	140'	155'	118'	129'	145'	168'	181'	122'	136'	150'	175'	187'
600 yd. run-walk	2.33	2.27	2.21	2.10	2.01	2.15	2.11	2.05	1.55	1.48	2.12	2.08	2.02	1.53	1.46

GIRLS

TEST	50% SILVER					80% GOLD					85% PRESIDENTIAL				
AGES-	9&10	11	12	13	14	9&10	11	12	13	14	9&10	11	12	13	14
Bar Hang	7	8	6	7	7	18	17	15	15	16	21	20	19	18	19
Situps	31	39	32	32	30	50	50	50	50	50	50	50	50	50	50
Shuttle Run	11.9	11.7	11.6	11.4	11.3	11.0	109	10.8	10.6	10.5	10.8	10.6	105	10.5	10.4
Broad Jump	4'7"	4'10'	5'0'	5'0"	5'3"	5'2"	5'6'	5'8"	5'8"	5'10"	5'4"	5'8"	5'9'	5'10"	6'0"
50 yd. dash	8.5	8.4	8.2	8.1	8.0	7.7	7.7	7.6	7.6	7.5	7.5	7.6	7.5	7.5	7.4
Softball throw	50'	59'	64'	70'	75'	69'	77'	85'	90'	95'	71'	81'	90'	94'	100'
600 yd. run-walk	2.48	2.49	2.49	2.52	2.46	2.26	2.28	227	2.29	2.25	2.20	2.24	2.24	2.25	2.22

II. Special Activities

Special activities such as Field Days, P.T.A. Programs and Playdays are excellent opportunities to encourage enthusiasm in the physical education program. The children fully enjoy participating in the special activities. The P.T.A. program in particular gives the physical education teacher an opportunity to explain to parents the types of physical activities their children are participating in and stresses how important physical education is as part of the total school curriculum.

The suggestions listed below are examples of approaches that have been used successfully.

A. Field Day

A field day program should be a culminating activity of classwork. The selection and arrangement of the activities on the program are of great importance and should receive careful consideration. The program should have variety, balance, unity, and work up to a climax. The key to a successful program is cooperation with faculty and principal with much advance publicity to arouse enthusiasm.

Helpful suggestions:

1. Select typical class activity from regular curriculum.
2. Select those activities which explain themselves or are easily explained over public address system or can be printed.
3. The entire program should not last more than one and one-half hours.
4. Each activity should not require more than four or five minutes.
5. Limited participation activities, although not desirable, may be used sparingly.
6. Grade levels or groups should take part as units.
7. The field day should work up to a climax with the more spectacular activities occurring last.
8. Each activity should be rehearsed separately with an optional full rehearsal as close to the program date as possible. This may also include positioning classes for viewing.
9. The program should begin on time, with lower grade levels performing first.
10. A ground crew should be used to move mats, position apparatus and assist the director.
11. There should be no lag in time between events.
12. There should be someone introducing the activities who is fully aware of the program, either the physical education teacher or a student announcer.
13. Staging cues should be arranged far enough in advance for all participants to become fully familiar with them so every program number is ready on a given cue and ends on time.
14. A grand march or pass in review may be used to give performers equal acknowledgement.
15. An attractive printed program (mimeographed) furnishes an opportunity for an interpretation of physical education to the public.

B. PTA Program

The PTA program might be an abbreviated version of the field day but is usually held indoors with parents as the only spectators. Due to the fact that PTA meetings are generally held in the evening, one might combine field day with the PTA program for a sizeable turnout.

C. Play Day

Play day offers many opportunities for boys and girls from different schools to participate together in a variety of suitable activities. It should be emphasized that schools do not compete against each other but rather will participate with each other. Participation is the keynote of any successful play day. Teams should be chosen cross-sectionally to provide maximum socialization and to deemphasize class and school rivalries. Colored armbands or some system of coding should be prepared prior to the field day so that all students will know what team and what events they will be participating in during the day.

Students can be tremendous helpers in making the play day go more smoothly by serving as leaders, referees, score keepers, equipment managers, etc. The children of the host school have many opportunities to make the visiting school or schools welcome.

A play day is a school activity which should enlist the cooperation and involvement of the complete staff. A play day properly conducted will bring the students, faculty, and community in a cooperative effort which will promote and stimulate interest in the physical education program.

MATERIALS

1. Dauer, Victor P., Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1968.
2. Physical Education, Grades 1-7; Richmond, Virginia: State Board of Education, 1965.

III. Correlation of Physical Education and Other Subject Areas

Physical education is an integral part of the total curriculum and can add interest and contribute learnings in all subject areas. Many fundamental skills learned in physical education are experienced in total school living. Concepts can be clarified through involvement in related physical education activities. Several examples are listed to serve as a springboard for teacher imagination and creativity.

A. Social Studies

The following list of units in Social Studies naturally suggests related physical education activities:

A. Social Studies - continued
1. Families and Their Needs

a. Equipment in the home
Scissors: Children can hop forward first with feet apart, then with feet crossed, then apart again.

b. Toys in the home
Bicycle: Children can lie on their backs, elbows on the floor, hands supporting child's weight while legs are moved like wheels of the bicycle.

c. Pets in the home
Lame Dog Walk: Knees bent, lean forward and place the hands on the floor. Raise the left foot and leg so the weight is borne on the 2 hands and the right foot. Limp forward in this position, alternating hands and foot support.

d. Helping at home
Mulberry Bush: Circle formation, mimetics

Here we go round the mulberry bush
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
So early in the morning.

Substitute:
This is the way we wash our clothes - Monday morning
This is the way we iron our clothes - Tuesday morning
This is the way we scrub the floor - Wednesday morning
This is the way we mend our clothes - Thursday morning
This is the way we sweep the house - Friday morning
Thus we play when our work is done - so early Saturday morning

e. Farm Animals
Chicken: Stand with feet together. Squat low, spread knees apart. Put hands outside thighs, and clasp hands tightly in front of legs below knees. Walk on the balls of the feet in squat position.

Frog: Stoop and place hands on floor with arms between knees. Push equally with the hands and feet and move forward with a light jump.

Horse: Trot by running on toes, bringing knees up high, keeping back straight. Gallop by running with same foot leading all the time.

A. Social Studies - continued

2. Communities and Their Needs

Transportation -- bicycle, horse, airplane
Community Helpers -- elevator boys, shoemaker dance

3. People: Their Actions in Social Roles

a. Recreation in American communities
Touchdown -- One small object (marble, rock, button) and an area approximately 40' by 60' - boys vs. girls. Boys stand side by side at one end of the area as girls at the opposite end go into a huddle to place the object in one girl's hand. All girls clench their fists as if each holds the object. On signals the two teams run toward each other - boys tagging as many girls as possible hoping to tag the one with the object before she crosses the boys' end line. As each girl is tagged, she must open her hands. Game continues with boys carrying the object. A point is scored for each touchdown (successfully getting the object over opposite end line).

b. Student suggested activities played by their parents and grandparents when they were children.

B. Language Arts

1. Communication through bodily movement:

Example: Lemonade (5-7)
Equipment - None
Formation - The players are divided into two groups. Each group stands behind its starting line, facing the other group.
Procedure - One group chooses an activity to be pantomimed. When the activity has been chosen, the players of that side join hands and skip forward to within a few feet of the opposing players.

First Group says:	Here we come.
Second group:	Where from:
First:	New York
Second:	What's your trade?
First:	Lemonade
Second:	Show us some

The first group pantomimes the activity which they have chosen while the players on the other side attempt to guess what has been pantomimed. When a player guesses the activity correctly, his side attempts to tag as many of the pantomiming players as possible before they reach their starting line. All of the players caught go to the other side. The second group then has a turn to pantomime an activity. This continues with first one group and then the other pantomiming.

B. Language Arts - continued

2. Forming letters:

Example: Individuals or groups can form letters or words, such as M, P, L. Two children stand a few feet apart, joining right and left hands to form the letter M. A "P" can be formed by an individual.

3. Listening skills:

   a. To game directions -
   After warmup exercises, the groups sit in the same formations, where the teacher explains the games that follow or introduces a new game. Children must listen carefully and a child is chosen to repeat the directions.

   b. To directions on records:
   Suggestion - Primary Danish Ball Rhythms - Karoline Keelerich,
   Educational Activities, Inc.

4. Dramatic Play:

   a. Creative dance and activities -
   The elements of space, force, level and rhythm should be experienced and used quite unconsciously by children in their interpretation of movement and ideas.

      (1) Movement of different kinds of animals; i.e., tigers, horses, elephants.
      (2) Modern dance; i.e., West Side Story Prologue: (9-12)
      Divide class into groups with 5-7 in each group. Each group has a leader or spokesman who synthesizes ideas from her group. Group works in class or at home on 5 minute routine. When all groups have developed a dance-exercise routine, a voting is held by faculty to select best group.
         (a) Originality
         (b) Rhythm
         (c) Costumes
         (d) Togetherness
      Best group teaches routine to entire class for final presentation.
      (3) Nursery rhymes (5-7 year olds).
      Activity songs which tell a story; i.e., Peter Cottontail, Davy Crockett, Little Bo Peep, There was a Crooked Man.
      (4) Favorite poems (9-12 year olds)
      (5) Sports cheers
      (6) Jump rope rhymes

B. Language Arts - continued

5. Reading (9-12 year olds)

Read and apply meaning to notices, rules and codes in physical education.
Read and interpret directions, background information, skill diagrams.

C. Mathematics (9-12 year olds)

1. Measurement (9-12 year olds)

   a. Throw a ball, demonstrating how far the ball will go when thrown in a straight line as compared to a high or low arc.
   b. Standing broad jump. Measure distance when jumping with knees stiff and knees relaxed.

2. Calendar (5-9 year olds)

Months, in "Birthday Dodge" - children with birthday in center
Days, in "Days of Week Relay" - students have days of the week instead of number; teams should have seven players or less.
Days, in "Mulberry Bush"

3. Geometric Forms (9-12 year olds)

   a. Rhythms: Floor pattern -- circle, lines, squares, triangles
   b. Sports areas -- squares, triangles, rectangles, circles, line
   c. Skill drill formations -- circle, half-circles, triangle, line

4. Cardinal numbers (5-12 year olds)

Count off for relay games, forming several lines to insure optimal activity of all children

5. Ordinal numbers

Order of turns in activities -- first, second, two's, four's, etc.

6. Integers

Scoring flag football -- yardage gained and lost

7. Addition and subtraction

Tumbling program (9-12 year olds). Divide class into small groups. Have each group decide on a subject such as math, science, or history.

C. Mathematics - continued

7. Addition and subtraction - continued

Examples: Math - Two students do a forward roll in one direction and three roll from the opposite direction. Then have five students do a roll across the mat.

Hint - Have someone explain as the students perform.